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ABSTRACT

The 18 case studies in this volume represent a sample of the internationalization activities of the California State University system. Part 1 presents five papers on organizing for international education: "Internationalization of CSULB [California State University Long Beach]" by Dorothy Abrahamse et al.; "Institutional Coordination of International Education: The San Diego State University Experience" (Lawrence B. Feinberg); "Internationalizing at Home" (Christian Jochim, M. Lou Lewandowski); "Internationalizing: A Faculty Initiative Model" (Linda Bunney-Sarhad); "'Doing Everything with Nothing': Internationalizing a Small Campus" (Fabian T. Fang, Richard L. Sutter). Part 2 contains six papers on internationalizing the disciplines: "A Multidisciplinary Approach to Internationalize the Curriculum at California State University, Fullerton, 1987-1990" (Linda R. Andersen et al.); "Internationalizing Physical Education at California State University, Sacramento" (Pamela A. Milchrist); "Internationalizing Instruction of Principles of Accounting" (Michael Baldigo); "World Music: Vehicle for an Expanding Perspective" (Mary Shamrock); "Internationalizing Research and Connecting with the Community: The Building of a Special Library Collection" (Renee N. Anderson, Jordan M. Scepanski); "Internationalizing the Business School: A Business Policy Approach" (Edwin C. Duerr). Part 3 offers seven papers on international programs and activities: "Diplomatic Symposium: Linking the Classroom with the Diplomatic Corps" (Mukund G. Untawale); "A Glasnost Outreach: The Soviet Executive Development Experience at California State University, Hayward: Thirteen Weeks of the Ultimate in Curriculum Internationalization" (Sam N. Basu, Richard Zock); "How to Set Up a High Quality International Study Program Quickly and Cheaply" (Terry Christensen); "International Students at CSU, San Bernardino--Obstacles and Opportunities" (Elisabeth K. Ryland); "'Travel, in the Younger Sort, Is a Part of Education...'" (Russell E. Smith); "A Year-Long Orientation Program: Building a Dialogue between International and Domestic Students'" (JoAnn H. Craig, L. Robert Kohls); and "Third World Development: USAID and the University" (Allen C. Christensen). (Some papers include references.) (JB)

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Internationalizing *the* California State University

Case Studies

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Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

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Internationalizing the California State University

Case Studies

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Internationalizing the California State University

Case Studies

Edited by
Richard L. Sutter, Senior Editor
with Fabian Fang, Donald Floyd, Carol R. Holder,
Carol B. Munshower, Helen Roberts, Brenda Robinson

The California State University System
Long Beach, California 1992

The Editorial Board

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The California State University System

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Brenda Robinson
State University Dean, International Education
The California State University System

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Introduction

By geography, by economic interest, by demographic structure, and by the spirit of its people, California will continue to be a major factor in global commerce and international communication. In the longer term, the success of California's participation in the world marketplace of commodities and ideas will depend upon the readiness of new generations of its leaders in industry, in the arts, in education, and in government to deal with the complexity and challenge of this new and rapidly changing environment. The CSU will produce many, perhaps most, of the leaders in these fields within California.

International education is a form of academic activity that cuts across the traditional lines and boundaries of the university. It is not a separate discipline, but is primarily a conceptual perspective on the purposes of the curriculum which may be applied to each discipline and administrative demarcation in distinct ways. There are no experts, no gurus to guide us in the formulation of a definitively successful approach to internationalizing an academic institution. Through experience, each particular discipline or practice may develop a kind of expertise of its own with respect to international education activity. The key to a successful approach to internationalization is, therefore, a diversity of approach which respects the wide-ranging capacities of the human intellect.

The primary hindrance to internationalization is likewise a conceptual perspective: the fallacious view that international learning is something which takes place only in the context of certain disciplines such as foreign languages or history, or that it is a technical matter best left to some office of specialists on campus. This perception breeds successfully only in an atmosphere of intellectual isolation and—it must be said—pedagogical laziness. As in other cases, the greatest limitations we face in meeting the challenge of internationalization are those we place upon ourselves.

The papers which comprise this volume demonstrate the validity of the notion of diversity in approach to the problem of internationalization. These papers represent the merest sampling of the widespread and varied activity already under way on the campuses of the CSU. And yet, the range of activity represented is enormous! The writers share the goal of developing an international perspective in students through academic study. It is this shared goal which binds these approaches together and which justifies their inclusion in this otherwise apparently eclectic volume. At the same time, that such a volume could be assembled proves that the CSU is not the victim of self-imposed horizons in the area of internationalization. The developmental effort represented in these pages reveals a labor of optimism and high creative energy on the part of many.

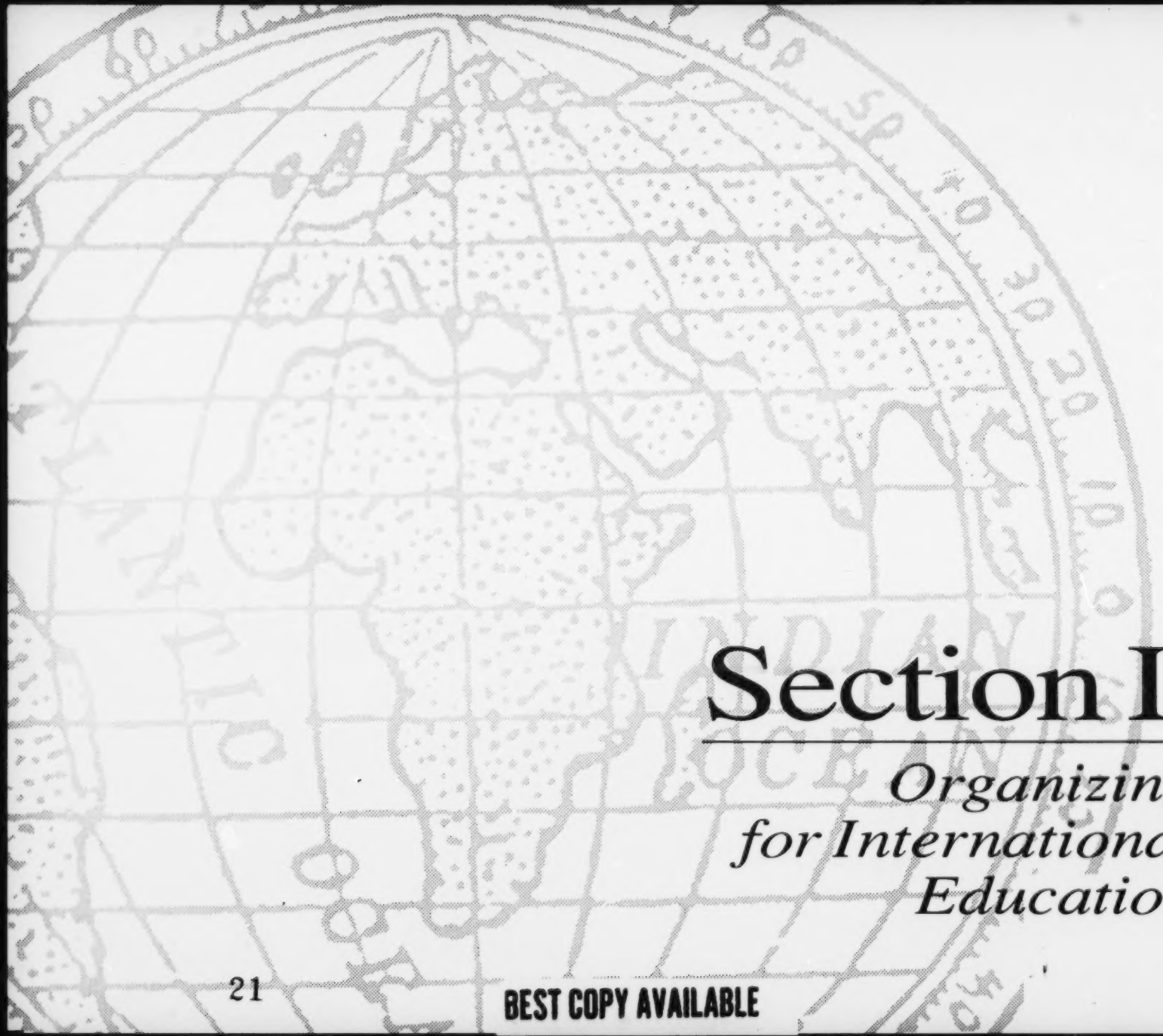
The publication is divided into three sections: Organizing for Internationalization; Internationalization of the Disciplines; and International Programs and Activities. This grouping of the included papers provides some general structure to the volume. It does not describe any razor-sharp distinctions in the content of the papers listed under these headings. All of the papers are in some respects interrelated. Yet, there is a certain architectural convenience in thinking about the process of internationalization in terms of these headings.

Organizing the administrative and governance processes within the university to support internationalization gives institutional credibility and weight to the effort. But organization is not enough. The disciplines are central to what the university is. It is in the disciplines that the effort to internationalize achieves substance in the instructional program. Finally, an often forgotten element which supports and adds depth to the internationalization effort is the special program or activity. Such programs and activities offer opportunities to reunite at the level of the campus

community what the disciplines have necessarily separated. What emerges from a reading of this volume is both a respect for what can be achieved by an individual working within the context of a single discipline and an understanding of how that achievement can be enhanced by placing it in a cooperative context in an institutional setting.

Internationalizing the California State University is intended to provide a snapshot of one small portion of the activity within the CSU system aimed at incorporating international information and perspectives into the curriculum. It is also intended to provide a means of sharing experiences among those involved in developing international activity on their respective CSU campuses. Above all, it is intended to provide encouragement to those who have an interest in internationalization, but may have difficulty in knowing how and where to begin. For this latter group we hope we have included here a useful hint or two and, perhaps, an inspiration.

The contributors to this volume, and its editorial board, owe a special expression of appreciation to Dr. Helen Roberts and the Institute for Teaching and Learning which she directs. It was her enthusiasm and creative drive which initiated this project and which, despite daunting obstacles, brought it through to completion. ■



Section I

Organizing for International Education

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Internationalization of CSULB

Dorothy Abrahamse, Maurice Harari, and Charles Jernigan

The Center for International Education

The internationalization of a university is a goal as well as a process. It deals with academic content as well as ethos, with disciplines and professional fields as well as attitudes, with the campus as well as the community, with the international movement of students as well as that of faculty, with research as well as studying and teaching. At CSULB a serious push toward internationalization of the institution took place in 1983 with the creation of its Center for International Education (CIE).

The concept of that center was simply to bring together, in one administrative unit within academic affairs, for purposes of integration as well as leadership, the various international strands which exist on most campuses the size of CSULB. The CIE, as per its mission statement is

> a *catalyst for change* as well as a *provider of services*, it is an *innovator and manager of programs*, it is a unit *at the service of the total university* and it works with varied university constituencies, including faculty committees, schools or different clusters of schools and departments as well as with the community, external agencies and overseas institutions in the fulfillment of the international mission of the university. *In short, the Center for International Education serves as the locus of leadership and responsibility for the international role and mission of the university, both internally and externally.*

The programs of the CIE have evolved since 1983, and it has become a fairly comprehensive center with the following priorities as of the spring of 1990:

- to help strengthen the internationalization of the curriculum

...what has made the crucial difference for CSULB is the conscious and sustained pursuit of organizational and programmatic devices aimed at mutual strengthening and integration.

- to render all services needed relating to the admission, counseling, academic life, and success of international students attending CSULB
- to assist CSULB students in study abroad programs and to create new opportunities for them as needed
- to promote selective international educational linkages with other countries with a view to creating opportunities for faculty and students to participate in direct exchange programs
- to promote cooperative programs with the local community with special reference to the business community, K-12 teachers, and the International Community Council
- to administer an American Language Institute of high quality and to assist non-native English speakers with their language needs
- to promote, assist, and administer as necessary the movement of CSULB faculty to other countries and that of foreign faculty to CSULB
- to promote international and multicultural understanding on campus through a variety of educational and cultural programs, including those held at International House

Our experimentation at CSULB between 1983 and 1990, best described through the paradigm on the following page entitled "The International Integration Wheel of CSULB," articulates and implements, in fact, the international commitment of the institution. The international mission was incorporated in the Master Plan of CSULB after endorsement by the faculty senate and administration, and the CIE was created in 1983 within the academic affairs division to provide the locus of responsibility for the discharge of this responsibility. The current dean was appointed in the summer of 1983 to head this new unit and he participates actively in the deliberations of the Deans' Council as well as the institutionwide council concerned with the curriculum: the PEP (Planning and Educational Policies) Council.

The paradigm identifies, in the middle circle, the triad roles of a university: training, research, and public service. The ten cones represent the present areas of responsibility evolved by the CIE. Conceptually and operationally, the paradigm is not linear but multidimensional. The programmatic accent of CIE is not only on quality services but on innovation through continuous exploration of (a) how activities within each program cone can reinforce those in one or more of the others; and (b) how activities within each program cone can better contribute to, as well as be nourished by, the triad roles of the institution.

As can be readily seen, the agenda for innovation and mutual strengthening is almost limitless, but what has made the crucial difference for CSULB is the conscious and sustained pursuit of organizational and programmatic devices aimed at mutual strengthening and integration.

Organizationally speaking, the entire CIE represents in itself an interesting paradigm for integration and efficiency—at least for the CSULB type and size of institution. In institutions with longer histories and more established fiefdoms, change might have proved more difficult to achieve. It is only fair to say that there were initial obstacles and that resistance to change, which is so much a part of human nature, had to be gradually overcome, but the teamwork that has resulted is a tribute to the staff and to the faculty.

With respect to staffing, most universities the size of CSULB have as many staff, and often more, than does the CIE, but quite often this staffing is fragmented in separate campus jurisdictions with consequent loss of communication and cooperation amongst them. The accent of the CIE is on involving as many faculty members as possible, on maximizing communication, and implementation of all aspects of international education. In addition to all operations

being housed in the same area under the same leadership, various infrastructure committees ensure immediate communication and sustained collaboration.

Based on the conviction that the faculty is the key to curricular change, the CIE works closely with over 100 faculty members who collaborate annually on a voluntary basis in internationalizing the curriculum and various aspects of international exchanges and linkages. The fact that the CIE is also responsible for the evaluation and admission of international students, their orientation and counseling, and the administration of an American Language Institute, represents in itself something of an organizational innovation in U.S. higher education. This becomes all the more so when it is realized that CIE also works closely with the business community and with the K-12 schools in mutually beneficial programs at home and abroad. The integration and mutual reinforcement efforts of all these services and programmatic activities within the same unit in a university has made an enormous positive impact on the international ethos of the institution.

As a result of its efforts and with the assistance of the agents of change, identified at the bottom of the paradigm, CSULB has been able to achieve a number of tangible results and to obtain recognition and support. Amongst others, interdisciplinary faculty seminars on international themes were launched and a number of international courses and programs have been, or are in the process of being, introduced in the curriculum. Linkages were established with some 25 institutions around the world. The CIE received in 1986 the Mitau Award for Innovation and was recognized and funded as an international resource center for K-12 teachers by the state of California, through Stanford University. GEPSCA (Global Education Program in Southern California) completed five years of operation and involved an average of 300 school teachers a year through institutes and workshops geared to assisting them in creating global awareness in their students. A most successful program of incentives for faculty to internationalize their courses was inaugurated and implemented over the last five years, as were faculty development opportunities for interested individuals to participate in short-term intensive seminars abroad in such areas as East Europe and Vietnam. It is also as part of the CIE innovative emphasis that the national honor society for international scholars, Phi Beta Delta, was born at CSULB and has now spread to some 60 other universities.

The CIE has organized and implemented a series of national educational conferences dealing with such key issues as the internationalization of the undergraduate curriculum; the internationalization of business education; hunger, population and development; U.S.-ASEAN relations; U.S.-Japan relations; foreign languages; and international studies. It has also participated in the realization of such conferences as the Western Conference of the Association of Asian Studies, a series of workshops on "The Two German States at Forty," on "The New Europe," and on "Hispanic Culture on the Pacific Coast of the Americas."

The International Integration Wheel of CSULB
(The Center for International Education)

The Agents of Change:
- The Faculty
- The Students
- The Community (Domestic and International)
- The Administration and the CIE

A number of interesting programs are currently developing in the international student exchange area with a view to the contribution

One strategy CSULB has used has been to support existing area studies programs and cluster other courses in international and area studies concentrations.

which this international strand of the campus can make to the curriculum and the community. Partly encouraged by the CIE and the strong international commitment of the institution at the leadership and faculty levels, a donor has made possible the creation of a beautiful International House on campus, which opened its doors in the summer of 1987 to its first 88 students. Experimentation with interfacing the international movement of students and faculty and the internationalization of the curriculum and the community will continue on campus and through International House; but the principle adopted from the inception of the latter is to have each of the 44 double rooms in the house occupied by one American and one international student, thereby ensuring for both as maximal an immersion as possible in the culture of the other.

In conclusion, the CIE is a paradigm which has proved rewarding for our type of institution in the context of its history, faculty interests and dynamics, resources, demographic trends and business interests in Southern California. Our model is not necessarily suitable for others, and each institution needs to assess carefully its own unique situation, potential, and resources. In our case we believe that, despite our substantial progress, there is still enormous room for innovation and strengthening. Our ultimate goal is the quality institutionalization of the international dimension at CSULB.

International and Area Studies Programs

One strategy CSULB has used to increase and focus internationalization of the curriculum has been to support existing area studies programs and cluster other courses in international and area studies concentrations. Some of these concentrations are quite traditional and had existed on campus in the form of certificate programs since the 1960s or 1970s. Others are new or reinvigorated programs developed to bring faculty together and enable students to receive credit for coordinated courses in different departments and schools, in addition to fulfilling the requirements of a traditional major. Area studies programs at CSULB range from small collections of existing departmental courses which enroll a few students a year to a full-scale B.A. and M.A. program with several options. A central focus of current efforts to internationalize the social science curriculum is a B.A. in International Studies, which is currently being implemented.

Area studies programs in Latin American studies, Russian and East European studies and Asian studies were established in the 1970s on campus. Latin American studies and Soviet and East European studies began and remained as certificate programs, offering no independent courses, but providing a vehicle for students interested in combining language study with the culture and politics of the regions. Courses in the areas are listed in the catalogue and alert students to offerings even when they do not complete the certificate. Although faculty and student interest in these programs has waxed and waned over the years, new hiring and international events have once again created excitement about area studies on campus. Faculty in Latin American studies have also taken advantage of lottery funds, when available, to sponsor interdisciplinary conferences and speaker series, often relating Latin American to Latino concerns. A certificate program in European studies is under development; this would focus existing national courses and languages with capstone interdisciplinary courses on contemporary European culture and politics. A B.A. in Japanese, a B.S. in International Business, and an M.A. option in International Education are all being implemented.

Through the efforts of far-sighted and committed faculty, Asian studies have developed far beyond this model. As early as 1970, faculty gained approval for an M.A. in Asian Studies (concentrating at first on South Asia), and two years later a B.A. was initiated. Some years later, when the campus made a commitment to developing programs in Chinese and Japanese language, they were located in the Asian studies program. In 1986 a department of Asian and Asian American studies was created out of three distinct Asia-related programs. The result is a unique and highly successful model. Core faculty in Asian studies, Asian languages and Asian

American studies are located in a single department, and students are required to integrate all three subjects into their study. Affiliated faculty and courses are drawn from departments across campus from theater arts to economics. The integration of Asian and Asian American studies, in particular, has resulted in a successful bridge between international and multicultural concerns on campus.

A major thrust of curricular internationalization currently under way is the implementation of an interdisciplinary degree proposal in international studies in the College of Social and Behavioral Sciences. A faculty committee drawn from social science disciplines and foreign language faculty from the College of Humanities began to study the feasibility of a degree three years ago. With the help of consultants from successful programs and readings in the literature, some basic decisions were made. The group determined that the proposed degree should be a liberal arts degree, aimed at giving students an intensive preparation for graduate level professional study, rather than a vocational program in subjects such as international business. It also determined that certain core experiences would be essential to the program: three years of college level language study, foreign study or an international internship, and a senior research project utilizing the language studied. In addition, it was decided to require an area studies concentration of nine units, and core courses in geography, history, political science, economics, and anthropology.

That left the conceptual areas of the degree to be determined. With the help of our consultants, we identified the basics of international relations, intercultural communication, world belief systems, and development studies as key categories for student emphasis. Our search through existing courses showed a surprising richness of offerings. Language and area studies offerings were available and adequate in most major world regions, with African and Middle Eastern studies the sparsest. Languages are taught to the advanced level in all standard European languages, as well as in Chinese and Japanese. An interdisciplinary general education requirement on campus had prompted the initiation of courses in such subjects as international development, international social conflict, women in cross-cultural perspective, modernization in global perspective, and international health that could be used for the international development area. Existing courses in communication and culture (anthropology) and intercultural communication (speech) have been incorporated, and comparative ideologies and religious systems are proposed for the category of belief systems. We plan to require mandatory and strong advising to ensure that students develop coherent programs where language, area studies concentrations, foreign study, and the senior research seminar project are integrated.

This new program thus offers an economical integration of courses into a focused and intensive course of study. It follows national models of interdisciplinary programs that have become increasingly common around the country. In this era of complex world problems, the traditional international relations subfield of political science alone does not equip students with the skills they will need for international careers. Given the limited resources of the CSU, it is not realistic to develop new departments with offerings parallel to existing disciplinary courses. At CSULB, the combination of core offerings with courses in related disciplines has proven very successful for Asian studies students and faculty; we believe that the same combination will offer the best approach to educating students in international studies.

Study Abroad

A major responsibility of the Center for International Education at CSULB is advising students on study abroad. These activities fall under the office of the center's director of international programs and exchanges, Paul Lewis. A full-time coordinator, Dr. Fred Buys, is the center's main contact with students who wish to study abroad. Dr. Buys' background in counseling is an asset in talking to these students. He is assisted by a full-time assistant and two alumnae of the CSU's international programs on a part-time basis.

A major responsibility of the Center for International Education at CSULB is advising students on study abroad.

The center chiefly advises students interested in the system's International Programs (IP), the year abroad study programs run from the Chancellor's Office. It has also featured, for the last four years, the campus-based program in London. This program sends 30-40 CSULB students to London each spring semester, along with two or more CSULB faculty members who teach most of the students' classes abroad. There is also a preparatory class taught in the fall semester. An active recruiting program is maintained for all of these options, including tables and booths during campus fairs, classroom visits, and posters and pamphlets placed in obvious locations.

The center's study abroad office also acts as a clearinghouse for numerous other programs offered to students in all parts of the world. Advice and help is given to students from this office in having their credits transferred back to CSULB.

The university also offers several shorter study abroad opportunities during the summer and the winter session. Courses such as ancient history, literature and art in Greece, and Renaissance art in Florence attract reasonable numbers of students. Changes in the campus governance structure now in process will assure that all campus-based programs, whether state supported or not, will receive scrutiny from a subcommittee of the International Education Committee of the Planning and Educational Policies Council as well as appropriate administrative and Chancellor's Office sign-offs.

Symposium on Foreign Languages and International Studies

One of the areas that is central to any attempt to internationalize a campus is, of course, foreign language. At least two task forces composed of faculty from within and outside the foreign language departments have been working over the last two years to forward the aim of internationalization. One was a task force to set goals which could be eventually adopted by the university toward strengthening the foreign languages and facilitating their cooperation with non-language departments. The other is studying the real possibility of instituting a foreign language exit (graduation) requirement for all majors at the university. The first group completed its recommendations in the fall of 1989, and they are now under consideration; the second group is still at work under the aegis of the Planning and Educational Policy Council.

A symposium was held in the spring of 1989 on foreign language and international studies. Nationally and internationally known speakers cooperated with local faculty members from the language departments in offering paths and a catalyst to further work.

Academic Program Improvement Grant

During the 1988-89 academic year, the campus was the recipient of a Chancellor's Academic Program Improvement grant for internationalizing the curriculum. The grant set up a series of task forces to study internationalization of the curriculum in various areas, including general education, foreign language, professional schools, and other areas.

The product of the grant consisted of a list of recommendations which dovetailed with the campus's goals of self-study to set future campus priorities and directions. Basic to these recommendations was a study of current campus resources in this area and current classes which were deemed international. The establishment of an international studies major, detailed earlier in this report, was an important collateral outcome of these studies. One of the highest priorities set by the recommendations was the internationalization of general education and the professional schools, particularly the School of Business. Groups and individuals are now at work on implementing these important goals.

The Future

As stated at the outset of this article, the internationalization of a university is a goal as well as a process. The latter must of necessity be continuous and promote the universalization of disciplines and professional fields—a long-term goal for all of higher educa-

tion. The task is substantial but, thanks to committed faculty and administrators, the Center for International Education of CSULB is determined to continue, despite its severe budgetary constraints, to make its modest contribution to this critical challenge for the sake of its present and future students. The growing vitality of Pacific Rim trade and cultural relations, the presence in our community of the Port of Long Beach and the new World Trade Center, as well as the changing demographics of the area, create exciting opportunities and responsibilities for CSULB. ■

Institutional Coordination of International Education: The San Diego State University Experience

Lawrence B. Feinberg

Located in a diverse multicultural community astride a very important international border and facing the Pacific Rim, San Diego State University is the southernmost and largest campus of the California State University system. Its unique location and importance as a regional institution of higher education provide a richness of resources and a special responsibility to promote global awareness through its programs of teaching, research, and community service. At all levels of the faculty, administration, and student body, there exists today a significant commitment to the international dimension of education. Evidence of this commitment can be seen in (1) a broad array of international programs and activities that directly impact the education of undergraduate and graduate students; (2) the substantial international experience and expertise of the faculty; and (3) the allocation of a modest amount of increasingly scarce institutional resources to support the coordination and advocacy of campus internationalization efforts.

An Overview of Campus Internationalization

San Diego State University recognizes its obligation to prepare all students for an increasingly interdependent world. Some of the most prominent aspects of the internationalization of the university can be found in the classroom. Presently, 32 academic departments offer more than 500 courses that are fundamentally international in perspective. Total enrollment in international content courses exceeds 8,000 students, or 2,800 full-time student equivalents per semester. There are more than 125 full-time equivalent faculty positions dedicated to teaching these courses. Currently there are nine area studies programs (majors and/or minors and internationally focused concentrations) offering instruction on specific countries and geographic regions of the world: Asian studies, African studies, European studies, Judaic studies, Latin American studies, Middle East studies, Russian and East European studies, U.S.-Mexico border studies (Imperial Valley Campus), and international business. Language instruction is offered through 180 courses in ten foreign languages, including Chinese, French,

German, Greek, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.

Student exchange and study abroad programs provide students the opportunity to continue their studies overseas for a semester or a full academic year while they remain officially enrolled at SDSU. Currently SDSU has developed student exchange agreements with the following institutions:

Australia	South Australian College of Advanced Education; University of Wollongong
Brazil	Federal University of Maranhao
France	Mission Interuniversitaire de Coordination des Echanges Franco-Américains (MICEFA); University of Provence
Germany	Hannover University; University of Ulm
Japan	Aoyama Gakuin University (Tokyo); Gifu National University (Gifu); Gunma University (Maebishi); Seinan Gakuin University (Fukuoka); Toyo Eiwa Women's University (Kanagawa) Yokohama National University
Mexico	Autonomous University of Baja California (UABC - Mexicali); Autonomous University of Baja California Sur (UABC - La Paz); El Colegio de la Frontera Norte (COLEF - Tijuana)
People's Republic of China	Anhui University (Hefei); Hebei University (Baoding); Wuhan University (Wuhan)
Republic of China on Taiwan	National Cheng Kung University (Tainan); National Kaohsiung Normal University (Kaohsiung); National Sun Yat-Sen University (Kaohsiung); Tunghai University (Taichung)
Spain	Royal College Maria Cristina (El Escorial); University of Santiago de Compostela
Turkey	Ege University (Bornova)

SDSU also participates in the study abroad opportunities offered through the CSU International Programs. The SDSU College of Arts and Letters has also organized several international semester abroad programs, including the London Semester Program at Maria Assumptive College in Kensington, London, England, and the Paris Semester Program at the Foyer des Lycéennes in Paris, France. A Japan Semester Program in Tokyo has recently been beyond the financial reach of most students and is not currently active.

Perhaps the single most important resource in the internationalization of the SDSU campus and curriculum is the faculty. One indication of the level of faculty interest and expertise in international education is reflected in the more than 230 faculty who qualified for, and elected to join, the campus chapter of the Phi Beta Delta Honor Society for International Scholars. Another lies in the fact that a significant portion of the more than $44.5 million in sponsored research obtained by the faculty during 1990 directly focused on international issues and multinational projects. Much of the internationally focused research is conducted by faculty who are affiliated with a wide range of campus-based international institutes and interdisciplinary centers including:

American Language Institute
Asian/Pacific American Studies Consortium
Binational English/Spanish Telecommunications Network (Imperial Valley Campus)
Center for Asian Studies
Center for Integrated Education and Technology (Imperial Valley Campus)
Center for Latin American Studies
Center for the Study of International Education
Center for World Music
China Studies Institute
European Studies Center
Hansen Institute for World Peace

Institute for Central and Eastern European Studies
Institute for International Security and Conflict Resolution
Institute for Regional Studies of the Californias
International Population Center
International Studies Education Project
International Training Center
Japan Studies Institute
Lipinsky Institute for Judaic Studies

Recently the SDSU Foundation has gained international recognition through its administration and management of large international development projects. The National Agricultural Research Project of the Ministry of Agriculture of the Arab Republic of Egypt, awarded for a total of $16,054,529, is the largest single contract yet awarded to the university and its foundation. The Maryut Agro-Industrial Complex Project and the Cooperative Arid Lands Agricultural Research Program are also especially significant because of the cooperative relationships that have been fostered between the Arab Republic of Egypt, the State of Israel, the U.S. Agency for International Development, and San Diego State University.

In order to further enhance the international character of its instruction and research, SDSU has developed a continuing program of faculty exchange with universities around the globe. Formal agreements to exchange professors have been developed with the following institutions:

Belgium	Catholic University of Louvain
Brazil	Federal University of Maranhao
Canada	Concordia University
Egypt	Ain Shams University
England	Birbeck College, University of London; Bristol University; Exeter University; Middlesex Polytechnic; Thames Polytechnic; The City University of London; University of London
France	University of Angers; University of Nantes; University of Nice; University of Orléans; University of Paris, Documentation Library; University of Paris VII, Charles V Institute; University of Provence
Germany	Hannover University; University of Ulm
Ireland	University College Cork
Israel	Ben Gurion University of the Negev; Tel Aviv University (Dayan Shiloah Center)
Italy	University of Milan
Mexico	Autonomous University of Baja California; Autonomous University of Baja California Sur; Center for Border Studies of Northern Mexico; National Polytechnic Institute of Mexico; Technological Institute of Mexicali; Technological Institute of Tijuana
The Netherlands	Katholieke University
People's Republic of China	Anhui University; Hangzhou University; Wuhan University; Zhejiang Academy of Fine Arts
Republic of China on Taiwan	National Kaohsiung Normal University
Spain	University of Alcala de Henares; University of Santiago de Compostela
Wales	University of Wales College of Cardiff

Each year SDSU hosts approximately 80-100 visiting international scholars in a wide variety of disciplines. During 1990-91, visiting scholars held appointments in 24 of SDSU's academic departments, representing 25 home countries in Europe, Asia, Africa, the Middle East, the Pacific Islands, Latin America, and Australia. Finally, since 1984, more than 2,000 students from 91 countries have enrolled at SDSU. Currently the ten countries with the greatest international student representation include Malaysia, Taiwan, Indonesia, Iran, Hong Kong, Japan, People's Republic of

China, Mexico, France, and Canada. More than 50 percent of the international student population are enrolled in graduate programs; the highest international student enrollments are in the College of Sciences, the College of Business Administration, and the College of Engineering.

Organization of International Education: The Historical Context

While the development of internationalization efforts at universities in the United States has been shown to be somewhat idiosyncratic with respect to institutional organization (cf. Backman, 1984), it may be of value to other campuses in different stages of international program development to highlight some of the historical problems, attempted solutions, and recent initiatives that have led to the heightened—and still evolving—institutional commitment to international education at SDSU. Formal efforts to provide campuswide coordination of international programs at SDSU began about six years ago. Prior to that time, there existed a fairly extensive array of internationally focused activities scattered throughout the university's organizational hierarchy, functioning reasonably well, but lacking central direction and control. At that time there was essentially no one in the university who really knew the full extent of international activities being undertaken in the name of the university and no one individual with designated responsibility for providing overall direction or coordination of those efforts.

...what was necessary was a significant reappraisal of the university's goals and commitments in the area of international programs.

In 1984, at the direction of the vice president for academic affairs, a senior faculty member with broad experience in international exchange and program development was charged with undertaking a wide-ranging study of campus international activities. That study was to have five major objectives: (1) to attempt to inventory university programs with an international component; (2) to determine the formal and informal organizational structure and relationships among these programmatic efforts; (3) to estimate the university resources dedicated to international activities; (4) to identify problems associated with these activities; and (5) to make recommendations on how to improve the efficiency of the university's international programs (Griffin, 1985). The report of that study, which came to be known as the "Griffin Report" after its author, Professor Ernst Griffin, was based on a broad range of personal interviews with faculty, administrators, and other individuals who directed internationally focused projects or were instrumental in developing area studies and/or international research programs. The report identified a number of existing and potential problem areas that would need to be addressed if international education was to assume an important role in the university. While it offered a few specific recommendations that could be implemented immediately, the report made clear that what was necessary was a significant reappraisal of the university's goals and commitments in the area of international programs.

Recognizing the need for a broad consensus regarding the future direction of international education in the university, the vice president for academic affairs referred the report to the Executive Committee of the University Senate, which subsequently created a nine-member University Task Force on International Programs. The task force was charged with "considering the findings of the 'Griffin Report' and offering specific suggestions for implementing the report's recommendations for reorganizing efforts in international education on this campus" (Task Force on International Programs, 1986). Early in its deliberations, the task force arrived at a consensus concerning four recurring problem areas that seriously impacted international education program development: (1) inadequate communication, coordination, and planning; (2) lack of overall program advocacy; (3) limited service to international faculty, scholar/researchers, and visitors; and (4) insufficient resource development.

De facto and widespread decentralization of campus international programs and activities had led to serious problems of communication and coordination among and between programs. In the absence of a clearly articulated and broadly based institutional mission statement that set out the desired role and scope of the

university's international activities, international programs operated almost entirely independently of one another, surviving to a great extent on the extraordinary efforts of individual faculty willing to devote large amounts of their time, and, not infrequently, their personal financial resources to sustaining these activities. While many of these individual initiatives were remarkably successful, they frequently lacked overall focus and cohesion; and, from an institutional perspective, the effects of "the left hand not knowing what the right hand was doing" were becoming more apparent.

While the task force found a significant number of advocates for international education on campus, no one individual could be identified as the international programs advocate who could present the argument for international education at institutional decision-making levels. As a consequence, the task force concluded that "international programs were differentially supported at the margins rather than as a primary consideration."

As the university's reputation for, and number of, international programs grew, so grew the number of international scholars, visitors, and foreign dignitaries who desired access to the campus for appointments ranging from a morning to a week to an academic year. The lack of a central office to coordinate visitors' itineraries, make appropriate campus referrals, and serve as a primary source of information about the university's international activities frequently led to haphazard treatment of international visitors, inefficient use of resources, and an absence of formal mechanisms to integrate these individuals into the university community and maximize their potential value to resident faculty and students.

Finally, the institution was not optimally positioned to compete for the increasing number of grants and contracts available for all-university international activities, i.e., travel grant programs, funds for internationalizing the curriculum, etc. Moreover, many of the existing international programs could benefit from assistance in writing grant proposals, identifying potential resources, and coordinating fund-raising activities. Such initiatives could provide a higher level of support for international programs across the campus.

Creating an Institutional Structure for Coordination of International Education

In 1986 the Task Force on International Programs submitted its report to the University Senate. In recognition of the organizational problems identified above, many of which represented seemingly universal obstacles to campus internationalization, the task force made two major recommendations to move international education forward in the university: (1) creation of a new central administration office with designated responsibility for coordinating international programs, to be directed by a full-time administrator positioned appropriately to convey the importance of international education in the university—preferably at dean's level, and (2) creation of a universitywide international programs policy and advisory council.

The Office of the Executive Director for International Programs

In 1988, with the endorsement of the University Senate and the approval of the president, a new Office of the Executive Director for International Programs was inaugurated with specific responsibility for coordinating and facilitating the development of the diverse international programs and mission of the university. In addition to coordinating the university's international faculty and student exchange programs and agreements, the international programs office serves as an information clearinghouse regarding international projects, funding opportunities, and academic programs and services that have an international component. The executive director, who currently serves in a half-time, twelve-month position, reports directly to the vice president for academic affairs. The office is also staffed by a half-time, academic year assistant director and a full-time secretary/public affairs assistant.

In 1988...a new Office of the Executive Director for International Programs was inaugurated with specific responsibility for coordinating and facilitating the development of the diverse international programs and mission of the university.

The International Programs Council was created as the universitywide forum for communication about international education and the university's international dimension.

Since its inception, the executive director and the office have undertaken functional roles designed to respond to the four problem areas originally identified by the Task Force on International Programs. In the area of **communication and coordination**, some of the specific tasks have included (1) establishing an information clearinghouse for all international campus projects, programs, resources, and services; (2) developing rosters, speaker lists, and mailing lists for international scholars and visitors; (3) producing internationally focused publications for internal and external audiences, such as the *SDSU Guidelines for Faculty Exchange and the International Dimension Newsletter*, which report on individual faculty and student accomplishments of an international nature, organized international programs, international research projects, funding opportunities and proposal deadlines, and other relevant news and events; (4) development of an international activities calendar; and (5) notifying faculty of upcoming international opportunities, international visitors, and the like.

In the area of **service**, the Office of the Executive Director for International Programs is the first point of contact and primary source of referral for anyone seeking access to or information about the international activities of the university. The executive director is responsible for coordination of the hosting of visiting international dignitaries; planning and sponsoring receptions and programs for visiting international faculty and research scholars; and developing workshops, conferences, and other activities that bring faculty and students from various disciplines together to promote professional interaction around international issues and topics and to enhance the visibility of the university's involvement in international affairs.

In the area of **advocacy**, the executive director for international programs serves as the university's primary spokesperson for international education and represents the university on international matters to external agencies and institutions. Within the university, the executive director has informal or formal access to various administrative and faculty decision-making bodies to argue the case for support of international programs.

The fourth major function of the office focuses on **resource development**. The executive director is responsible for assisting faculty in identifying potential sources of financial support for international activities; coordinating collaborative efforts in seeking grant support for international projects; providing assistance to individual faculty in grant development; and submitting institutional grant applications. Finally, the executive director works closely with the vice president for university relations and development to coordinate fund-raising activities among the various international programs, centers, and institutes.

The International Programs Council

The International Programs Council was created as the universitywide forum for communication about international education and the university's international dimension. The council is charged with performing the following major functions per the SDSU Policy File, 1989:

> (1) To make recommendations on policies and procedures to enhance the university's international activities; (2) to identify existing areas of involvement in international activities and resource commitments; (3) to report on funding programs and opportunities for external support of international activities; (4) to identify areas needing improvement and development, and (5) to issue an annual report to the Senate and to the administration on its activities.

Members of the council are appointed by the University Senate for three-year staggered terms and include seven faculty members selected as individuals rather than as representatives of their home department or college; five members holding administrative or staff appointments, including the general manager of the SDSU Foundation; and one graduate and one undergraduate student, both of whom have studied in a foreign country. All members of the council must be actively involved in and broadly representative of the university's international activities. The executive director for international programs serves as chair of the council.

As needed, the International Programs Council has developed a

number of standing and ad hoc committees to deal with specific sets of problems, drawing on the expertise and participation of other members of the faculty and administration, which make recommendations to the full council for deliberation and action. Current committees include:

Faculty Exchange Committee
Reviews all proposals for faculty exchanges to assure that the quality of the proposed host institution and the proposed exchange faculty meet standards comparable to our own institution and faculty. The committee also makes recommendations on the awarding of salary supplements to facilitate the exchange of faculty from countries where faculty salary levels are substantially below that of the U.S. The committee also assists in advising faculty on exchange procedures and, in conjunction with the Office of the Executive Director for International Programs, conducts an annual workshop on international faculty exchange, drawing on current and former SDSU and international exchange faculty and Fulbright scholars as presenters.

Committee on International Mission of the University
Established to examine the relationship between international education goals and the overall university mission and to propose modifications to the university mission statement that more clearly reflect the role of international education in the university.

Committee on Student Opportunities in International Education
Charged with examining and making recommendations on university policy on international student admission and composition; using international students as resource persons in academic programs; and expanding opportunities for SDSU undergraduates to gain international exposure and experience.

Committee on International Travel
Provided policy advice on issues concerned with faculty and student travel to the People's Republic of China following the Tiananmen Square events of June 4, 1989, and the subsequent travel restrictions imposed by the CSU Chancellor's Office. The committee continues to review individual proposals for faculty and student travel to the PRC and other areas where travel advisories are in effect or safety concerns arise.

International Education Faculty Development Committee
Explores opportunities and makes recommendations on new programs and incentives for faculty to update or gain new international knowledge or experience that can impact their instructional and research activities.

International Education Curriculum Development Committee
Explores and makes recommendations on internationalization of the curriculum; provides identification and assessment of courses with international content and ways to assist faculty to include a global dimension in their courses.

Successful Strategies for Internationalizing the Campus

During the last three years, the Office of the Executive Director for International Programs, members of the International Programs Council, and other key administrative offices and campus organizations have undertaken a number of institutionwide initiatives specifically focused at facilitating and broadening internationalization of the curriculum and the campus. Some of the most important and/or successful have included:

- Development of the "San Diego State University International Education Mission Statement." Proposed by the SDSU International Programs Council and approved by the vice president for academic affairs, this mission statement sets forth broad international education goals applicable to the institution as a whole and identifies specific institutional initiatives reflective of the university's ongoing commitment in this area. Final approval by the SDSU senate and the president is pending.

- Development of a computerized international programs data base. The purpose of the data base is to provide an updated and comprehensive picture of the present state of campus internationalization. Four data base survey instruments have been developed: (a) formally organized and freestanding international programs, centers, and institutes; (b) academic departments; (c) faculty; and (d) community resources and funding agencies. Each has been designed to inventory and elicit detailed information such as program purposes, administrative organization, resources, faculty experience and expertise, geographic regions or country focus, courses, certificates or degrees offered, relevant research, publications, contacts abroad, and patterns of interaction with other international programs.

  When the data base is completed, a faculty member, student, or visiting international scholar will be able to sit at a terminal in the international programs office, enter a country or region of the world, and be able to identify specific campus programs and/or departments offering programs, courses, degrees, research, and other activities focusing on that country or region; identify faculty who speak the native language, have traveled, taught, or conducted on-site research; identify names of in-country contact persons and institutions, agencies in the San Diego community that are involved, and government and private foundations that support research and curriculum development focused on that country or region. The data base is expected to be completed by spring 1992 and a hard copy directory will be available for broad dissemination.

- Faculty workshops on internationalizing the curriculum. A number of campuswide faculty workshops have been offered that focus on various aspects of international curriculum development. These have included (1) a general workshop on introducing third world content into the curriculum; (2) a workshop in which faculty with experience in internationalizing courses were matched with other faculty interested in introducing international content into their courses; (3) a workshop for faculty advisors concerned with improving the advising that students receive about international education opportunities and ways to structure their academic programs to include courses and experiences with international content or focus. A workshop offered in fall 1991 focused on external funding opportunities for international curriculum development, foreign language and area studies, and internationally focused research. Finally, a grant from the U.S. Department of Education will support a five-day faculty development workshop in spring 1992 on the relationship of international studies to a liberal education, particularly with regard to teacher preparation.

- Topical presentations, distinguished lectures, brown bag lunches, and receptions. In conjunction with a variety of internationally focused campus organizations, the Office of the Executive Director for International Programs has sponsored various internationally focused scholarly lectures by SDSU faculty, visiting international scholars, foreign dignitaries, and government officials; and has held receptions for international visitors, scholars, and international exchange participants designed to foster interaction among SDSU faculty and students around international topics and issues. A monthly brown bag lunch has been inaugurated in which visiting international scholars holding appointments at the university and members of the Phi Beta Delta Honor Society will lead topical discussions on teaching and research from the perspective of their home country or international experience.

- Development of the brochure "Go International," targeted at undergraduate students to alert them to opportunities to internationalize their educational experience at SDSU.

- Consciousness raising efforts with the university's General Education and Faculty Development committees. The General Education Committee now requires a focus question on international content in all new G.E. course proposals:

Does your course involve any international material, comparisons, examples or perspectives? If yes, please describe. If not, please explain why an international dimension is not appropriate.

The university's Faculty Development Committee has now included in the campus faculty development plan the following statement about international program efforts:

> An additional expressed need in a faculty development plan is the need for support for faculty efforts to enhance their international expertise, knowledge and experience. Increasing national attention is being drawn to the need to expand and improve international education at American universities to meet the goal of providing all students with opportunities to gain global awareness and international competence. The faculty are a major determinant of the substance and quality of the international dimension at SDSU.
>
> Internationalization of the university, to a great extent, relies on faculty interest and commitment to incorporate international content in their courses, develop new courses and programs with an international focus, and deepen their own international awareness and understanding by seeking opportunities for international teaching exchanges, cooperative international research projects, updating foreign language skills and international travel and consultation. Stimulation and maintenance of such faculty involvement will require incentives, study leaves, grants-in-aid for international research and internationalization of the curriculum and other professional development opportunities targeted at enhancing faculty efforts in the area of international programs and activities.

- Development of internationally focused internships and work/study job opportunities for undergraduate and graduate students with multinational, foreign and local firms engaged in international trade.

Future Development of International Education at SDSU

Given the significant and increasing number of faculty at SDSU who identify with and support the goals of international education, and given the extraordinary international resources available in the San Diego community, there is no doubt that San Diego State University will vigorously and enthusiastically continue to expand its international commitment and mission into the next century. With its track record in obtaining grants and contracts to support curriculum development and research, and the wide-ranging international contacts that have already been developed, SDSU's international programs are likely to benefit substantially from increasing opportunities for external funding of internationally focused projects. Increasing awareness of the need for students to become internationally competent is already evident in the overwhelming popularity of the university's new international business major and the rapidly expanding enrollments in SDSU's other internationally focused programs and course offerings.

Nonetheless, not all of the obstacles in promoting international education have been overcome. The current state budget crisis impacting the CSU will have a serious and negative effect on academic program development in general, and newer interdisciplinary program efforts with marginal support will certainly face serious hardship—if not survival—issues. The overall operating philosophy at SDSU continues to favor fiscal and programmatic decentralization and, in a tight budget situation, the university's financial commitment to centralized coordination of international programs will undoubtedly be tested. Moreover, unlike some other institutions where international education is proclaimed as an institutional hallmark, at SDSU, international education is only one among many competing educational priorities and holds no privileged place in the university's resource allocation scheme.

Even if the current budget crisis is ameliorated, not all of the objectives and recommendations of the original Task Force on International Programs have been realized. With rapidly increasing

administrative responsibility and substantial program growth, the need for a full-time executive director for international programs is deeply evident. Formal access by the executive director to such important decision-making bodies and mechanisms as the Council of Deans and the academic review process has not yet been achieved and the formal status of the position in the academic hierarchy of the university remains unclear.

Despite these immediate obstacles impacting the coordination of campus internationalization, international programs will continue to expand as an inevitable part of SDSU's quest for excellence as an institution dedicated to quality education, research, and community involvement. How well they thrive and the pace at which they grow will depend to a great extent on the strength of the commitment of the chief campus administrators and on the continued leadership of that critical mass of international educators who, under whatever circumstances may prevail, continue to dedicate their energy to creating an international dimension at San Diego State University. ■

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Internationalizing at Home

Christian Jochim and M. Lou Lewandowski

Yes, it has been some time now since only wealthy students traveled abroad in order to complete their education, in the sense of gaining a cultural edge or gaining access to the international set. Given the concept of a shrinking world and the easy access to world travel and information, many fields—political science, linguistics, business—consider some sort of foreign internship essential for students graduating in the major. In fact, there are probably few campuses these days that do not support the idea of providing some international experience for their students, even if that experience is with summer travel/education trips. Most campuses have, for some time now, worked in two directions; they have initiated study abroad programs, and they have made serious attempts to internationalize their curricula.

San Jose State University has also moved in both directions. We have implemented sister-university agreements which provide for the exchange of students and faculty. We have strongly supported the California State University International Programs, which for the past twenty-five years have allowed our students to spend an exciting year abroad in one of sixteen countries. For those unable to spend an entire year overseas, we have initiated a Semester Abroad program, with Bath, England as our first location and San Jose, Costa Rica as our probable second. Every summer our continuing education program offers a number of instructional tours in countries all over the world.

And we have striven here on campus to design courses and whole programs that promote an international perspective. We have had an Asian studies program and a Latin American studies program for some time, and are now building a Middle Eastern minor. In the School of Social Sciences we have a geographical area studies minor for those students with a concentration in international business. We look forward to the time when we can organize an African studies program and one in island cultures.

Much as we advocate travel abroad for our students, we reasoned, how could we ignore those local international cultures which can teach all of us so much?

Perhaps our most successful effort in internationalizing the campus came in the 1988-89 academic year when, building on an API (Academic Program Improvement) planning grant from the CSU Chancellor's Office the previous year, we were awarded a full-fledged API development grant for a project called "Campus and Community Sharing International Studies Resources." The proposal resulted from a series of meetings in which we discussed our great gifts—those international communities that surround the campus, from the traditional Californian Chinese and Japanese and Portuguese and, of course, Mexican American communities, to the newly settled East Asian (Vietnamese, Cambodian, Laotian), Central and South American, and African (especially Ethiopian) groups.

Much as we advocate travel abroad for our students, we reasoned, how could we ignore those local international cultures which can teach all of us so much? The problem was, essentially, how to join our two worlds. It became clear that (1) we needed to get our students out into those communities; (2) we wanted to build resource centers on campus, with the help of those communities; and (3) we had to bring professionals from those communities to campus to talk with students and faculty together. It also became clear that we could not neglect those international students already studying on our campus, nor those enthusiasts among faculty and staff who had already joined together because of our strong commitment to bringing world issues and arts into the classrooms. It was from this group of internationalists that we received proposals for project components that would take students into the community and would bring the resources of the community onto our campus.

Our plan, then, was necessarily complex, with a number of component parts. We proposed and were funded for the following:

- Four campus/community forums, which brought together experts from on and off campus, to discuss international or multicultural problems or goals
- Eight project components: four which took students or faculty off campus and four which used or built new campus international resources
- Six meetings of the campus group, including the project coordinators

As one might expect, the last activity was the easiest to accomplish. Our campus enthusiasts became the organizing force for the year's activities and, while the individual projects were moving full-steam ahead, plans were made for the campus/community forums. Suggested were a number of topics that might pull together experts from on and off campus, and, after considerable debate, the group settled on the following:

- Fall: "Teaching from a Global Perspective" and "Foreign Students: From Problems to Resources"
- Spring: "Cultural Issues in the Workplace: Preparing Our New Americans for Leadership Positions" and "The Artist's Expanding Vision: Moving Through One's Culture and Beyond"

Drs. Jochim and Lewandowski, with help from Dr. Wensha Lee (communication studies) and Dr. James Stull (marketing and quantitative studies) organized the forums, whose wide range of topics brought together faculty and students from three schools (education, business, humanities and the arts). The forums made many of us aware that we were fighting the same battles and reaping the same rewards as our colleagues in other disciplines when it came to this great task of internationalizing the curriculum.

The first forum was certainly one of the most impressive because it brought together a group of dedicated and sensitive leaders who are working hard to bring us all to the global perspective they have already gained. Highlights from that afternoon were presentations from Michael Honda and Patricia Nichols. Mr. Honda was a

teacher and then a principal in the Franklin-McKinley School District in San Jose. He is now the community liaison officer in that district, a post to which he was appointed because of his success in reaching out to the new immigrant communities that bring their children to the district's schools. Mr. Honda's discussion of the difficulties a teacher faces when there are 23 different languages spoken by the children of one classroom was sobering and inspiring. But what impressed us especially was this man's willingness to learn how to communicate with the *parents* of these students from so many different cultures. In the case of the Laotian community, for example, Mr. Honda learned to contact the neighborhood leaders to announce the purpose and the dates of PTA meetings. Once he had done this, 300 Laotian parents began to attend the meetings.

Dr. Patricia Nichols, coordinator of teacher education in the department of English, showed the group a videotape, made on campus with the support of grant money, in which students and teachers of different ethnic backgrounds discuss their sense of culture and of ethnic identity. The tape was both humorous and full of lessons for all of us about simple assumptions we make that are simply wrong-headed. This tape continues to be used on the campus in classes where multiethnic/cultural issues are addressed.

The second forum took us to the International Center on campus, where we spent the afternoon with a group of foreign students brought together by Dr. Lee. We listened, sometimes with amazement, to the perceptions these students had of teachers and of American students in their classrooms. We discussed problems and successes and, by the end of the afternoon, had secured a list of those students who would be willing to visit classrooms to discuss their countries, their religion, their cuisine, and whatever else might be of interest to American students. We came to realize what a fantastic international resource we have each semester with these students from so many different countries. Closer contacts with the International Center were made and kept; this year, for example, the phone rings often for the Russian students (our first official group on the campus from that country). They are asked not only for interviews about their experiences during the coup, but also for guest appearances in classes dealing with Russian language, history, and political issues. Students doing research projects consult them one week, while roommates vie for the chance to show them a bit of our country the next!

The third forum, designed by Dr. Stull, gave us another fascinating meeting. The panelists came from very different backgrounds and had very different perspectives. Dorothy Lewis, an immigrant from Vietnam, found that working in Silicon Valley was difficult when she became painfully aware of her ethnicity. She overcame the ensuing discrimination by using her sense of humor, destroying others' stereotypes of Asian women, and in asserting her individual drive for success. And succeed she did, both in school and in her job with a local electronics firm.

Dr. Winston Chen gave the audience a description of his rise to success in the American corporate world. For Dr. Chen, honing his language skills was essential, as he knows it is for many others. As the CEO of a local company, he uses his personal strengths and his knowledge of the East to lead his company forward.

Dr. Nakiye Boyacigiller, who is a professor in the organization and management department at SJSU, is especially interested in how cultural values influence management, especially in employer-employee relations and in underlying patterns of communication. She pointed out that we are often quite unaware of the cultural assumptions of our own society, let alone those of others. We must learn, she insisted, to become aware of our own "subtle, pervasive and enduring collective programming" so that we will be less apt to force our cultural biases on others.

The final forum brought together artists in different media to discuss ways in which they had used their culture and times when they felt free to go beyond it, to the cultural resources of others. Long Nguyen, a Vietnamese painter, showed us his progress

We came to realize what a fantastic international resource we have each semester with these students from so many different countries.

through instruction in American art courses and then noted how his growth in the use of line and color had somehow brought him back to the same images and some of the same designs that his Vietnamese roots gave him. Though he believes that his experiences in Vietnam inform many pieces, both pastoral and abstract work, he rarely uses images from his past with any kind of direct representation of his experiences.

To get to know those communities around us, to get past suspicions or mistrust of the university, to cross cultural barriers—none of these would be easy.

Consuelo Underwood is a Chicana textile artist who also teaches at SJSU. At first she refused to use any Mexican designs; later she discovered a soft and impressive beauty in the images of her culture. Interested in technique, she experiments with texture and material and color to produce some breathtaking works. Though she is strongly dedicated to her culture, this artist finds that the individual piece of art finds its own meaning whatever its original source.

David Rios, a health sciences student and a performing Latin/jazz artist in the community, presented an enthusiastic demonstration of the rhythms of his culture. Explaining some of the differences in Hispanic music, and tracing some of the history of Caribbean Island rhythms, this student went on to show, with his congas, the sounds of contemporary San Jose Latin/jazz music. David's enthusiasm and his talent made his presentation an auditory as well as an intellectual treat.

Noticeable at each of these forums was the networking that went on between the campus and community members. Contacts were made which, to this day, are invaluable. These and other community leaders are invited often to the campus: the business visitors have become members of advisory boards; those in education have influenced our professors who teach the teachers; the artists have performed or exhibited together.

And while these campus/community forums were being planned and presented, work was proceeding separately and individually on the eight project components. Everyone involved looked at these as the most difficult and the most demanding piece of the project. To get to know those communities around us, to get past suspicions or mistrust of the university, to cross cultural barriers—none of these would be easy. We learned early that one of our best contact persons with the Hispanic and Mexican American communities had taken on new responsibilities which would keep him from working with us. We needed to forge ahead on our own.

Two programs on campus, nursing and gerontology, were especially interested in learning about the many cultural characteristics that make treatment or interaction with diverse communities a challenge in the Santa Clara Valley. Professor Jerry Stamper, from our nursing faculty, devised a program called "Families and Students Together" (F.A.S.T). Each student and family formed a bicultural dyad, a relationship which enabled each half to learn about the other, personally and culturally. Six students (one Vietnamese, five Caucasian) participated during the spring semester. They worked with families that were African American, Filipino, Hispanic, and Jewish. The program was offered on an individual studies basis and actually had fewer students than expected, but the number allowed for close supervision and the chance to examine parts of the structure more closely.

Dr. Debra David, director of the gerontology program on campus, had designed a project titled "Ethnic Elders," and, during the course of the grant, she laid the groundwork for a project that would extend into the future. Dr. David established sound contacts with ten community service agencies that serve the elderly in our area. Solid plans were put in place for ten gerontology students to work with these agencies the following year, and for 15 to 20 students annually thereafter. Plans were for these students to work to develop good public relations between the agencies and SJSU and to institute leisure services for the elderly; they hoped that, in return, these ethnic elders might serve as a historic and cultural resource for the community.

Evaluating these projects from a two-year distance, we see a range

of success. The nursing students worked hard and brought back to campus the clear message that we simply don't teach enough about what kind of treatment can be useful or effective with different cultural groups. That knowledge has been internalized and the nursing program works hard to make students very aware of cultural differences. However, the F.A.S.T. program itself did not live. Dr. Stamper took a sabbatical and no one was there to fill in; now a budget crisis, which promotes an overload of work in the department, prohibits him from organizing and promoting the program.

On the other hand, Dr. David's project developed into a full-blown community internship project which is functioning with gusto. The consciousness raising done during the time of the project worked in developing many collaborative projects, with our students working with elders all over the city, and community multicultural aging providers working directly with Dr. David. Under her guidance, SJSU has established a certificate program for those working as aides in aging centers, a way of legitimizing and professionalizing their work as they learn contemporary techniques for interacting with the elderly. Dr. David feels that her best gift in all this was to be asked this year to be the keynote speaker at the East Side Senior Center's twenty-fifth anniversary celebration. This center sits in the middle of a strong Mexican American community, and Dr. David was surely among fine friends there.

Two of our component projects involved the coordinators with teacher education. A very exciting plan took Dr. Kathy Cohen into area high schools, where she demonstrated her "Art and Civilization" videodisk. With over 15,000 images literally at their fingertips, teachers can be trained to present cross-cultural perspectives using the artwork and commentary available on the disk. One result of Dr. Cohen's visits was her collaboration with some districts to obtain funding for the equipment on which to run this extensive and most impressive program. The San Jose Museum of Art began seeking sources of funding for the equipment, intending to make the videodisk available to the entire community. Since then, Dr. Cohen's efforts on campus have elicited support to set up a linkage system on campus whereby teachers in classes can search the videodisk in the library and have as many as 400 images broadcast to classrooms. Tireless, Dr. Cohen has also brought us, through IBM, $150,000 worth of equipment for work on a multimedia/multicultural program. One of her classes is working on a project which sets up modules showing the "routes" of different cultures in San Jose—for example, a scanned image of the Chinese Temple of 1880 initiates a series of such images of Chinese cultural buildings in San Jose, those of the past and others of today.

Dr. Christian Jochim, of our religious sudies program, and co-director of this API project, became involved with the California International Studies Project (CISP), a state-funded project for K-12 schools which is managed by Stanford and Global Educators. Dr. Jochim took over a project from one faculty member who could not be involved this year and, while working to expand a South Bay International Resource Center, Dr. Jochim became a member of the planning team for a new CISP Center that would serve Santa Clara, Santa Cruz, and Monterey counties. This center would be a resource for teachers, holding staff development workshops and building collections of material on international topics. Dr. Jochim's interest and involvement kept him working hard on a proposal to CISP, but that very year such funds were cut out of the state budget. Not daunted, the group continued to meet and plan and, with two bits of happy news—first, that the Santa Clara County Office of Education will now manage state funds, and second, that Governor Wilson has replaced these funds in the state budget—their hopes for a center connected with SJSU can perhaps now be realized.

There were four on-campus projects, each of which involved establishing centers or programs that would become sources of information for our students and our surrounding communities. Librarian Susana Liu began work on a resource guide for the South

Bay Chinese community. Contacts were made and materials collected during the spring, but the major work was to be completed in fall 1989. In this case, however, the project was left hanging. Ms. Liu found that she had underestimated the time and the resources needed to complete her project and, with new responsibilities and no secretarial help, she could not proceed.

Another on-campus project that found itself in difficulty was the Conversation Partners program, directed by Dr. Carmen Sigler of the foreign language department. This program linked those wanting foreign language or ESL practice with native speakers of the "target" language. Advertised very well, this program attracted many ESL students but very few SJSU students wanting to learn the Asian languages of these partners. The program was reorganized so that the students worked in groups, which were more fun and more practical. This program has continued on a limited basis, taken over by our studies in American language faculty with volunteers solicited from the entire SJSU student body.

Working directly with curriculum, professor Stephen Payne was instrumental in the founding of the "Division of Cultural Pluralism," in the School of Social Science. During the grant year, a series of fine speakers (paid for with lottery funds) lectured on multicultural issues in the arts and social sciences. Though that part of the program is no longer possible, the new division is thriving and is most attractive to students.

One of these on-campus projects set goals of collecting materials that would help industry and educational institutions meet the incredible demands created by the diverse populations that function in our local business world. Dr. James Stull, of our marketing and quantitative studies department, worked tirelessly to establish a School of Business Cultural Resource Center, which has been advertised to the entire campus and to 250 companies in Silicon Valley. It has provided workshops to local industry and training on how to operate from a global perspective. Reaching out to community colleges, this center offers guidance in developing courses with a multicultural focus. Dr. Stull's efforts have been noted not only by our local business community but also throughout the state; the Orange County Regional Occupational Program has called upon the center to help improve its participants' understanding of cross-cultural issues. A series of "culturegrams" has kept the business community informed of the progress of the center, and a number of publications and conference papers have resulted from these efforts.

While the individual projects brought focus to different programs and the forums brought experts who swayed us all, the Internationalizing Education Project meetings were the centering force for this project. In the planning year of the project, we had identified 173 members of the faculty and staff and adjunct programs who were interested in international education. Of that large group, twenty to thirty became the core enthusiasts for advancing our goals. During meetings, discussions ranged from planning the forums to how we could design an international flag for the campus. We listened to speakers from CISP and to members of our own faculty who had ideas for enlarging our vision. It is largely because of the interest and activity of that group, in fact, that a number of changes have happened on the campus.

First, there is now an Academic Senate committee dedicated to international students and programs, a committee that has been very active since 1989. Second, there is now a Center for International Programs, a designated place with a designated person who can answer questions about what we do about international matters on our campus at present. That office is located in graduate studies, and, though the financing is very limited, we have been able to produce, for the first time ever, an *SJSU International Newsletter* each year. This publication served to let the campus know what was happening with our API grant and has continued to inform the academic community about international projects and opportunities. Funds allowing, it will surely continue to serve the campus's growing group of international enthusiasts.

Looking back on 1989, we realize that it was a grand year for such a group as ours. We accomplished much and we learned much; we helped each other and worked closely with colleagues in the community. We also learned from our failures, and the lessons are those timeless ones: lack of preparation and lack of funds will send the best ideas reeling off to nothingness. We have also learned, again, that it is the enthusiasm and dedication of certain *people* which makes things work. We saw what happened to the nursing project when Dr. Stamper had to turn his attention elsewhere. We worry even about one of the most successful projects, the Business Resource Center, when Dr. Stull wants to go on to other things.

In one large goal, set after the project was completed, we were unsuccessful. We thought that our efforts had proven that we needed a true international/multicultural office, a full-time facility with a director, some space, and some staff support. Unfortunately, there were no funds then, and there are still no funds on our campus, to support such a center or the director who can keep our efforts focused and alive.

For us, then, it is a matter of working on, individually and in small groups, with those projects we know are important. Internationalists seem to be an ambitious lot, caring enough about what they have experienced abroad and in communities like those surrounding San Jose State to keep plugging away toward the grand ideal of establishing some kind of true world community. For some of us this is the only way to insure, for our families, our students, and our colleagues, a future of international conversations, explorations which might lead to all kinds of successes and, perhaps, even peace. ■

Internationalizing: A Faculty Initiative Model

Linda Bunney-Sarhad

"We must make international education a priority in this country. I have no illusions about the difficulty involved in this. But neither do I doubt the consequences if we do not. America can't afford to wait a generation."

Governor Thomas H. Kean, New Jersey, in the Foreword to the National Governors' Association Task Force Report, "America in Transition," 1989.

It does not take long in the field of international education to realize that much of its support comes from the fact that everyone makes of it what he or she will—panacea for the United States' economic woes, the path to world peace, or the door to a glamorous career. At CSU Stanislaus, a campus that has faced as many problems of parochialism and isolation as any CSU campus, the Institute for International Studies has defined the task of internationalizing as supporting faculty efforts to assure the following:

- that each CSUS graduate clearly understands the international issues appropriate to his or her major field;
- that each has developed the capacity to see issues from a variety of perspectives, not only that of regional or national self-interest.

This definition of internationalization implies a context broader than national security or trade issues. It would require students to develop a breadth of thought that allows issues to be considered from many points of view, including those of other cultures. In this latter aspect, it closely resembles multicultural education. Internationalization also includes, but is not limited to, support of specific kinds of learning, like geography, foreign languages, and international business practices.

Thus conceived, internationalizing implies two kinds of campus reform: first, curricular change—both syllabus and program

revision—to require that students become familiar with cultures, languages, and problems other than their own, and that they relate work in their major field to this larger context. The second kind of reform would allocate resources (time as well as money) to increasing international and cross-cultural contact opportunities for students, faculty, and community.

Our theory became this: as long as we contributed a great deal more to the university's stated goals that we asked in resources, we would be free to define our role.

At CSU Stanislaus, faculty began in 1983 to develop an Institute for International Studies (IIS) to encourage and support faculty efforts to internationalize curriculum and campus life. To those who began the IIS, two elements were crucial: first, the need to infuse the curriculum and activities of our small, rural campus with international perspectives; and, second, the compelling vision of a faculty-driven unit capable of remaining self-defining and creative.

While most universities have an international affairs office that deals with foreign students, study abroad programs, and the like, these offices are largely bureaucratic and are controlled in their focus by university administration. In contrast, we conceived of the IIS as a loose organization that would:

- retain an academic and creative rather than administrative focus;
- have autonomy within the university;
- capture the imagination and energy of a diverse group of faculty, staff, and community members; and
- reward participants without regard to seniority or tenure.

Our goal was to develop the IIS as an umbrella organization that could encourage and support faculty projects. We believed that the key to success would be to make the IIS both self-sustaining and capable of carrying out long-range projects. Thus, we had both a programmatic and a structural purpose. In the CSU, formula funding precludes initiating innovative projects with General Fund money; at the same time, grant-funded projects fade and die without continuing support. Establishing the IIS was an attempt to make long-range goals in international education achievable by creating a team of faculty and a network of extramurally funded projects to provide continuity to our efforts.

In exchange for relative autonomy, we would have to take responsibility for funding our own projects. Our theory became this: as long as we contributed a great deal more to the university's stated goals that we asked in resources, we would be free to define our role.

The IIS, then, is a lesson in academic entrepreneurship, a demonstration of how faculty initiative, with minimal campus financial support, can be turned into a set of major programs through team building, risk taking, and persistent seeking of extramural funding.

Some of the faculty interests underlying IIS creation were as follows: politics of the Middle East (Paul Magnelia, whose vision shaped the IIS's beginnings, is a specialist in the Middle East and has served as U.N. observer of refugee camps and as a wire service commentator on the Middle Eastern scene); global education outreach (Steve Hughes, professor of political science, is a specialist in global education methods and materials and in Latin American politics); the geography and culture of Southeast Asia (Ida Bowers, professor of geography, has served as long-term consultant to the Indonesian government and has conducted a Fulbright Group Study Abroad to Indonesia); the less commonly taught languages and proficiency-based language instruction (this writer had received two Title II federal grants to increase the scope and quality of foreign language instruction in the CSUS service region). These interests and many others made the organization of the IIS a natural and logical step.

In 1983, CSUS professor Paul Magnelia received a three-year general Title VI-A grant (Undergraduate International Studies and Foreign Language) to establish the IIS. During the period of this

original grant he was able to build a team with two colleagues: Steve Hughes of political science and Linda Bunney-Sarhad of modern languages (the writer of this article). This initial team-building step was crucial because it set the style of operation for what was to become the IIS.

In 1986, Magnelia applied for and received a CSU Academic Program Improvement (API) grant. Its purpose was to continue building the IIS and to address the problem of internationalization in a coherent and organized manner. During the API's first-year planning stage, we chose three general areas of activity to be sponsored by IIS:

- The Curriculum
- University Outreach to the Schools
- Community-Campus Relations

Within each category, specific priorities emerged. The API-funded years proved to be a catalyst for changes far beyond our original hopes. Following is a sample of the activities the IIS has carried our under the API grant program with corollary funding arising from the ripple effect created by successful innovative projects. It is a pattern we intend to pursue as we respond to future academic and community needs.

The Curriculum

"The disciplines are the turnkey of change in the academic community."

Sven Groennings, addressing the American Forum on Global Education, St. Paul, May 4, 1990.

Upper and Lower Division General Education Courses

Beginning in the API project years, our goal has been to infuse an international dimension into the university's general education curriculum. At the outset, we surveyed the campus to identify those faculty with strong international interests. Out of these, we identified seven to work on revising four existing courses and creating three new ones. For example, the geography course Human Ecology was revised to include a substantial component on populations in developing nations. The course Philosophical Inquiry, a critical thinking course, was revised with full participation of the philosophy faculty under the leadership of professors Jim Tuedio and Valerie Broin. Once based on traditional logic, it is now organized around moral and philosophical issues, discussed from a variety of cultural viewpoints. Discussions during the course revision process grew into an intersegmental effort with local community college faculty to internationalize the teaching of philosophy in the CSUS service area.

Further work under a second Title VI grant allowed us to expand the internationalization process by developing a new instructional model: the course cluster. Most international issues are complex enough to cross, not just national borders, but traditional disciplinary divisions as well. The cluster model allows professors to maintain the integrity of courses within their own disciplines while giving students the perspectives of other disciplines on issues under study. During school year 1989-90, three professors (biology, geography, and political science) worked together to establish a cluster of upper division general education courses on international environmental issues. Beginning in fall 1990, these courses have been taught at the same hour and in the same building. Courses share supplementary curricular resources and guest speakers. Students study environmental issues intensively within one discipline. At a given point in the semester, they are assigned to cross-disciplinary teams to create semester projects. Each student is responsible to represent the realities and values peculiar to his or her discipline within the team. (Biology students, for example, may be very engaged in the need to protect the world's oceans. It is the responsibility of political science students to communicate the international political realities involved in setting up marine ecology agreements.) Students present their projects at an end-of-semester conference.

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These curricular projects and many others are gradually increasing the international elements of undergraduate education at CSUS.

These curricular projects and many others are gradually increasing the international elements of undergraduate education at CSUS. Through extramural funding, we have been able to offer released time or stipends to faculty who wish to create or revise course syllabi. In exchange, their new syllabi become part of the IIS resource collection.

ICONS Project

In 1984, California State University, Stanislaus, with the help of a federal grant, joined the International Communications and Negotiations Simulation (ICONS) project, an association of American universities and universities in France, Argentina, Japan, Chile, West Germany, and Israel. Linked by satellite and computer, these institutions carry out an annual international negotiations simulation, with communication in English, French, Spanish, German, Russian, and Japanese. On our campus, students from political science, history, economics, foreign languages, and other majors take part in these international simulations. The students come together in an upper division course that focuses on the particular country that our students "play" in these simulations. The simulation itself is based on a real-world scenario prepared by faculty from several participating universities. Course instructors come from social science disciplines and the foreign language department.

Under API grant funding, we were able to introduce ICONS to our sister CSU campus at Sonoma and, in our outreach program, to aid a local high school in joining the ICONS high school level simulation. (The high school participation has grown from one class to four in succeeding years.)

Brown Bag Lunch and Foreign Video Series

The IIS sponsors informal lunchtime discussions with visiting foreign scholars. Both faculty and students participate. In a separate series, interested students organize showings of foreign feature film and documentary videos.

University Partnerships

The IIS has been able to assist in the formation of three partnerships with foreign universities: University du Maine (France), Universidad Simon Bolivar (Venezuela), and Hangzhou University (PRC). The purpose of the partnerships is faculty and student exchange. A community group is helping our effort by raising funds for the French exchange.

Field Site Course

An international studies institute, by its very nature, must be responsive to the world beyond our campus and our nation's borders. Here in the rural San Joaquin Valley of central California, Southeast Asian specialist professor Ida Bowers saw a rare opportunity for experiential learning in a community project. Certainly the idea of global interrelatedness was brought home to us by the arrival of tens of thousands of Southeast Asian immigrants to our region in the wake of the Vietnam War and other upheavals in that part of the world. In particular, Merced, just south of our campus, became host to 10,000 Hmong refugees; and Modesto, to our north, received a similar number of Cambodian newcomers who had fled the horrors political turmoil had brought to their homeland.

In response to these needs and interests, the IIS began supporting efforts to develop a field site to provide experience in international and multicultural education through outreach to Cambodian refugees. Ida Bowers, a senior geography professor, working with faculty from Modesto Junior College, initiated the Cambodian Community Bridge Project to serve the needs of a low-income housing project in Modesto. The 1,200 residents of this apartment complex, largely Cambodian refugees, face a multitude of difficulties. Few except the children speak English; and, therefore, the children are becoming the interpreters of American culture to the older generations, with resultant alienation of the generations from each other. Residents are unfamiliar with immunization against disease and with family planning.

Professor Bowers' project obtained the use of an apartment in the complex and, with the help of a $17,000 grant from the city of Modesto and with API and Title VI-A funds, established it as a community center, now maintained by county and federal grants. There, CSUS students, local volunteers, and representatives of city and county service agencies meet with residents to help them gain entry into American culture. This site has become the core of a project under the Fund for the Improvement of Postsecondary Education. This project incorporates cross-cultural training into professional and preprofessional education: students in nursing, education, child development, and sociology conduct field-site work there, doing research projects and holding workshops in health and hygiene, fire and safety codes, and other acculturation issues. Students and professors meet weekly in a cross-disciplinary seminar, a variation on the course cluster model.

Cambodian language training offered on site has been expanded into a Cambodian language and cultural immersion course for preservice teachers and those in-service who have large numbers of Cambodian pupils in their schools, as well as for community agency workers who serve this population and presently are handicapped because of linguistic and cultural barriers.

The bridge program reflects the IIS response-to-need pattern: where faculty interest in international or intercultural affairs supports an academic or community need, IIS secures funding sufficient to initiate change and continues support until the new program can be institutionalized.

Operating in this manner, the IIS has been able to enrich the CSUS curriculum in many ways. One of the most visible has been to double the number of foreign languages offered. The IIS has sponsored development of programs, not only in Cambodian (Khmer), but also Japanese, Russian, Mandarin Chinese, and Hmong. The IIS has also assembled a collection of curricular materials and foreign films (more than 2,400 titles total) for faculty use.

Internationalizing the curriculum is an ongoing process. Even should we be so successful as to see an international infusion into every major at CSUS, the job will not be done. As the world changes, so must our perspectives upon the curriculum. The alternative is obsolescence.

University Outreach to the Schools

Following are samples of IIS outreach programs.

Nontraditional Languages

With extramural funding from The Hitachi Foundation, we have helped high schools in our service region introduce programs in Japanese, Russian, and Portuguese, using the format of the National Association of Self-Instructional Language Programs (NASILP). Under this format (which we use at CSUS as well for less commonly taught languages), students meet in small groups with an educated native speaker of a language for intensive oral practice under the supervision of a trained language teacher. Outside these sessions, students work with specially chosen texts and audio and video tapes. At the end of each semester, a full-time professor of the language of study at another institution comes on campus to give each student an individual oral examination and, where indicated, a written test. This format, highly successful on the CSUS campus and at many other colleges across the country, had not yet been tried at the high school level in California. In the past three years, we have set up such programs at Turlock, Merced, Atwater, and Hilmar high schools.

Program in International and Multicultural Education (PIME)

Our global education outreach to the schools, begun in the early 1980s, is our oldest continuously running program. Funded as a site of the California International Studies Project, this effort provides in-service training to K-12 teachers in global education materials and methods. It sponsors district teams, leadership training, an evening seminar series on world areas and issues, and summer institutes in geography.

As the world changes, so must our perspectives upon the curriculum. The alternative is obsolescence.

The campus can provide an intellectual environment that the community has neither the time nor the means to generate....

School Restructuring
Seeking not only development of university-based programs, but substantive change in our region's schools, IIS leadership has assisted Turlock High School in designing and securing funds for an international school-within-a-school. This new program integrates foreign language, history, and literature study in a core curriculum. (Even the teachers study foreign language.) The new school uses interactive teaching methods to challenge students who presently are achieving below their ability. The IIS has been able to link high school teachers with ten CSUS faculty members, who have served as consultants to the program.

Foreign Language In-Service Training
Begun as an academic alliance with federal Title II funds, our foreign language outreach has become two separate efforts: the Foreign Language Association, Central California, a collegial association of foreign language teachers at all levels of instruction; and The Delta Sierra Foreign Language Project, a regional training site of the California Foreign Language Project, funded under California SB 1882.

The latter offers training in proficiency-based foreign language instructional methods during the school year and in an intensive summer institute. Every member of the CSUS modern languages faculty has played an important role in both outreach efforts. The benefits to both schools and university have been substantial in terms of program articulation and training.

Campus Community Relations

The community and the campus need each other. This is particularly true in a relatively isolated rural area. The campus can provide an intellectual environment that the community has neither the time nor the means to generate; the community can provide the financial and political support critical for the well-being of the campus. Recognizing this mutual relationship, we have expanded and improved the links that bind our "town and gown" groups.

Fulbright and Other Scholars in Residence
Although primarily a campus resource, the foreign scholar in residence which the IIS helps arrange for the campus each year becomes an asset for the community as well, making presentations at local service clubs and schools. We have enjoyed scholars from Jordan, England, and the People's Republic of China.

International Dinner/Discussion Series
The IIS invites international scholars to campus to address a group of approximately thirty leading citizens. Representative presentations include discussions with a Polish scholar on current developments in the Eastern European economy; an East Berliner on problems of German reunification; and a representative of the European Community on the economic implications of 1992 for the U.S. The small size of the gathering encourages free questions and discussion.

In the past two years, local business people, led by a Turlock ophthalmologist, have raised more than $11,000 to begin an endowment which will sponsor future visits by international scholars and dignitaries in this dinner series.

What We Have Learned

It is desirable to maintain as much independence as possible by relying on extramural funding. To guard a creative and academic focus rather than becoming one more university administrative department, we find it well worth our while to write grants. In a time of budget crisis, extramural funding is crucial. Following this philosophy, with no staff paid full-time by the university, we have been able to secure more than $1,200,000 of extramural funding for campus projects and $260,000 for schools in our region since the IIS's founding.

A certain level of university support is crucial to assure longevity. Although we recognize the importance of external funds, we have learned that we must garner university resources that can be offered as matching support for projects. A base level of ongoing

support assures our ability to sustain our effort over time. This need makes it crucial that we continue to serve the university well: to produce programs and the funds to carry them out, to assist in faculty and curriculum development, and to design courses that generate increased FTE.

Teamwork is crucial. If one is to duplicate our effort, he or she is well advised first to build a strong base of support. A core of committed faculty members is crucial, as is a wider network of other faculty who participate from time to time in their own areas of expertise. Not to be neglected is the importance of administrators on the team. We are at present extremely fortunate to have a whole chain of administrators, from dean to president, who are strongly supportive of international education. We have, however, not presumed that this support will automatically continue unless we keep on demonstrating our ability to support the University Mission Statement, which enumerates global and multicultural education as one of CSUS's primary responsibilities. Consequently, we try to communicate frequently with our administrators, letting them know both our victories and our needs. The result is a strong working relationship between administration and the IIS.

The most effective mix of participants in a project-oriented externally funded endeavor includes both committed senior faculty and nontenured faculty. We look for senior professors with an international or multicultural studies orientation who are already doing extra projects on their own, without external funding. We help professors like geography's Dr. Bowers find funding sources and create grant proposals that will enable them to realize their goals. We seek also nontenured faculty eager to distinguish themselves and to achieve a degree of autonomy in their work. With a diverse group of faculty working productively together to accomplish their own goals as well as those of the IIS, morale is high.

For a small university it is extremely important to link up with other institutions on specific projects. Before the IIS had developed a history of successful programs in international studies and foreign languages, not many agencies wanted to fund our efforts. We found that we could build a record of achievement by participating in the large projects of older and better known institutions. Not only could we build an impressive history for ourselves, far more importantly, we could offer our students access to programs that, because of our size, we could not organize on our own. In our work with ICONS, for example, we have joined a network developed by the University of Maryland. Our PIME outreach program receives its funding through Stanford University. Joining together with another small university close by, University of the Pacific in Stockton, we were able to gain initial federal funding to establish our regional foreign language outreach.

Much remains to be done in the internationalization of CSU Stanislaus. However, in the IIS we have a seed bed for new ideas, a base from which to build faculty projects which will bring the world to our campus. ■

"Doing Everything with Nothing": Internationalizing a Small Campus

Fabian T. Fang and Richard L. Sutter

Universities typically react to, rather than initiate, change. They are rarely found at the so-called cutting edge of social, political, or even technological change, even when the principles or means of such change arise within their own walls. This is an observation, however, and not a rebuke; for universities must bear the burden of passing to the young a body of selected and validated knowledge. In the arena of international education, for example, university curricula and programs are generally to be found lagging behind the apparent needs of a world aswim in a sea of global change.

California provides a case in point. A major focal point of international commerce, and home to one of the most widely diverse populations to be found anywhere in the world, California is nevertheless in many ways a provincial state. This is certainly true in its higher education community. Despite the ubiquity of international influence in its immediate environment, and indeed, the considerable amount of international activity already taking place within its proverbial walls, the California State University (CSU) has only recently started to address the problem of internationalizing its instructional programs and campus communities.

There can be no doubt that the CSU has now identified the international dimension of the curriculum as a problem needful of solution. The first steps in this process of identification were taken, as always, by a few outspoken and dedicated faculty members; but an early ally was the Office of Academic Affairs in the CSU system headquarters, and especially the Academic Program Improvement (API) grant program. API gave early emphasis to what it called internationalizing the curriculum, and its planning and development grants have spawned many and varied efforts to explore and advance the area of international education. This paper will explore the processes and effects of one of these grant projects: a two-year commitment of planning and development funds to internationalize the California State University, Bakersfield (CSUB) campus.

This particular project may be of special interest for two reasons: it was a comprehensive, campuswide effort, and it was conducted by the smallest and youngest (at that time) campus of the CSU system with only the most meager of resources. The comprehensive character of the project is important because it did not suffer the fate of many such efforts, especially those identified early on as an interest group project, or as a technical effort with narrow implications. The size of the campus is interesting because CSUB is small enough to permit a broad participation in such projects, and at the same time too small to draw on the in-depth resources of a larger institution. In the CSUB project the tension between well-conceived strategic international education objectives and the limits of practical action in a constrained environment was made starkly apparent. What emerges is an informal case study in the stimulation and management of institutional change with visible proportions.

From the outset, the API projects were organized as comprehensive vehicles for campus change.

Campus Factors

Until the establishment of the San Marcos campus in 1989, CSU Bakersfield was the youngest and smallest campus of the vast California State University system. It opened for instruction in 1970 and has a current enrollment of just over 5,500 students. It is located at the southern end of the San Joaquin Valley in a region with diverse ethnic populations and many multinational corporations of agricultural business and petroleum production. During its first seventeen years, some members of the faculty repeatedly tried to establish a structure within the university to coordinate and develop international education. Because of intensively competing demands for resources on such a small campus, the most that could be achieved was a short-lived faculty-staff Committee on International Education. Despite initial enthusiasm and some efforts to survey faculty interest and expertise, this small effort went nowhere. To the extent international activity occurred among the CSUB faculty, it was primarily as a consequence of their own, rather than any institutional, efforts.

Academic Program Improvement Grants

For several years, the Academic Program Improvement (API) grants program of the CSU Chancellor's Office had among its areas of emphasis the planning and implementation of programs and activities for the improvement of international education within the CSU system. In 1987 the CSUB dean of undergraduate studies and dean of graduate studies and research submitted an API proposal for a planning project entitled "Central California Planning Project for Internationalizing the Curriculum." The planning project was funded for academic year 1987-88. A natural sciences faculty member long active in international education was asked to serve as project director. This project led to a second API grant for the 1988-89 academic year which funded a portion of the implementation costs for the planning grant concept. Above all, the grant supported the establishment of a Center of International Education to coordinate a variety of activities and functions in international education. This center has been maintained beyond the period of the grant support. It is in the context of these two API grants that CSUB made its first halting steps toward internationalization. Without the grants, the process would very likely have never been initiated.

From the outset, the API projects were organized as comprehensive vehicles for campus change. That the projects took on this character was due not so much to the imagination of a single mind as it was the early involvement of a widely diverse and enthusiastic planning group. The 1987-88 API planning project was organized with a steering committee and six work groups. Altogether nearly 20 percent of the faculty members at CSUB were involved as project participants through these structures, representing some twenty academic departments and schools. The dean of undergraduate studies and the dean of graduate studies and research continued to work with the project as administrative facilitators. Most of the other academic deans also participated, giving the project administrative links along with a strong faculty character. The six work groups were responsible for developing plans in the following areas of international education:

- Five-year and ten-year plans for curricular internationalization;
- Development of a regional consortium for international studies;
- Collaboration between the campus community and the private sector;
- Inventories of campus resources for international education;
- Faculty/student exchange with international institutions;
- Improvement of international student services and promotion of international study programs.

Faculty participants in the planning project wished to take advantage of this unique opportunity to pursue comprehensive planning for the development of international education. They were mindful of the potential benefits and possible hazards of this ambitious approach. Spurred on by the positive evaluation of the planning project, which praised the effort as being well beyond what was required, CSUB launched into the development project in the fall of 1988.

Upon confirmation of the API development grant, the university established a Center of International Education in accordance with the project proposal. The faculty project director was appointed director of the center, which was subsequently organized within the Office of Academic Affairs. The grant provided assigned time for the center director and two faculty fellows, one responsible for curriculum development, and the other responsible for community outreach. An Advisory Council for the center was constituted with representatives of the academic administration, the Academic Senate, and the school faculties. Due to the centrality of curricular development in the project, the director also organized a special curriculum group.

Internationalizing the Curriculum

Making significant changes in the curriculum to incorporate international and intercultural perspectives was given the highest priority in the API development project. On the basis of the five-year and ten-year plans from the planning project, the following activities were pursued to impact on the curriculum development process.

Modification of the University Mission and Goals Statement

A modified statement of the university's mission and goals was regarded as essential to lend credibility and durability to the overall effort. A proposal from the new Center of International Education to the CSUB Academic Senate has resulted in the following addition to the University Statement of Mission and Goals:

Goal II. Objective E.
Multicultural and international education, broadly defined, should be part of the experience for all undergraduates. The University should provide a comprehensive international education program with various opportunities for students to learn about and experience the world. Such opportunities could include increased student access to and engagement in study abroad, study of foreign languages, more meaningful educational and social contact with foreign students saying at CSUB, inclusion of "international" content in all appropriate courses, and active efforts to bring visiting professors from other countries to CSUB.

Amendment of the University General Education Guidelines

Another initiative by the new Center of International Education has led to the following addition to the University General Education Guidelines.

Making significant changes in the curriculum to incorporate international and intercultural perspectives was given the highest priority in the API development project.

...any effort to change the curriculum must be an effort to change and to develop the faculty itself.

The General Education program has an obligation to provide students with an international perspective. Our graduates must be prepared to occupy roles in a world brought increasingly closer through economic, communicational, and other institutional developments. Our goal should be a curriculum which encourages students to develop a global outlook on the knowledge they acquire.

All courses approved for General Education, to the extent their content makes it appropriate and feasible, should include material with an international or cross-cultural perspective in dealing with the issues relevant to the course. Although the material in some courses may not lend itself easily to a more global view, strategies for broadening the focus in all disciplinary specialties should be encouraged and supported.

Conduct of Faculty Development Workshops

The curriculum is not what appears in university catalogues or in formal review documents. It is what happens within the classroom environment. What happens there is influenced by the instructional situation, by the subject matter, and by the nature of the participating students. Above all, it is determined by the knowledge and the perspective of the instructor. To put it another way, the faculty carry the curriculum around with them in their heads. It is inescapably true, therefore, that any effort to change the curriculum must be an effort to change and to develop the faculty itself. The CSUB development project made one of its focuses the early and full engagement of the faculty in its efforts.

The method chosen for this effort not only respected the need for voluntary support by faculty—a method which astutely avoided any attempt to dictate outcomes—but also respected the difficulty of the task at hand. Bringing faculty together to explore the possibilities was a useful effort in itself, but it also paid benefits in establishing international education as an area where collegiality was fully in effect.

The first faculty development workshop was held in early February 1989. Department chairs and school deans nominated over forty members of the full-time faculty as participants. Each faculty participant agreed at the outset to introduce or enhance the international dimensions of at least one course. The workshop included an introductory general session and four separate group sessions (behavioral and social sciences, humanities, natural sciences and mathematics, and business and public administration), followed by a wrap-up closing session. At the conclusion of the workshop, the CSUB International Student Club prepared and hosted an international dinner for the workshop participants.

A follow-up workshop was held about four months later. The faculty participants discussed their experience with the internationalization of well over seventy distinct courses. During the winter and spring quarters, faculty participants also completed a survey form and an evaluation questionnaire designed by the external project evaluator. The Center of International Education also provided resource material and clerical assistance to some faculty toward the internationalization of their courses.

Expansion of Foreign Languages Offerings

A plan was developed in cooperation with the department of foreign languages to expand foreign language offerings, which up to the period of the API project had been limited to Spanish and French. Course proposals for new offerings in Chinese, German, Japanese, and Russian were prepared and were supported by the Curriculum Committee of the School of Arts and Sciences. The department of foreign languages began to offer introductory Japanese in the fall quarter 1989. Because of budgetary constraints on faculty and resources for regular course offerings by the department, arrangements have been made to offer a variety of other foreign languages (including Chinese, German, Greek, Hebrew, Italian, Russian, and Yiddish) through the Division of Extended Studies and Regional Programs.

Coordination of Ethnic and Area Studies

During the API development project period, the project director held several discussions with the chair of the Asian Studies Committee and the dean of graduate studies and research, who had coordinated the CSUB Pacific Rim Studies Task Force in 1986-87, about possible expansion of international offerings. An International Education Round Table was convened by the Center of International Education. Invited to participate were the dean of undergraduate studies, the dean of graduate studies and research, the chairs of the Asian Studies Committee, the Black Studies Committee, the Chicano Studies Committee, and Latin American Studies Committee, some members of the Pacific Rim Studies Task Force, and other interested faculty. This group discussed a process to maximize resources and curriculum internationalization opportunities by a cooperative development strategy.

International Students as Educational Resources

The Center of International Education nominated a number of international students to the CSU Office of International Education for participation in educational exchange under provisions of the Chancellor's Executive Order No. 421. As recipients of nonresident tuition waivers, these students were required to provide unique services which would capitalize on their cultural backgrounds to support and improve the curriculum. The center arranged for the students to assist selected members of the faculty in the internationalization of their courses and otherwise participate in the development of international education on campus.

In the spring quarter of 1989, CSUB initiated a new general studies course entitled "Meet the World," in which international students made presentations and led discussions about their native countries. The course has been well received and has sustained sufficient student interest so that it has been offered on a continuing basis each quarter since then. For the winter quarter 1992 this course is scheduled for offering over the entire CSUB service region via the Instructional Television Network.

Regional Cooperation

In accordance with the project proposal, CSUB initiated discussions with other institutions of higher education in central California, including CSU Fresno and CPSU San Luis Obispo. The project director visited the Fresno campus four times and the San Luis Obispo campus twice. He became well acquainted with most members of the International Education Coordination Committee of CSU Fresno and the director of the International Education Planning Office of CPSU San Luis Obispo, as well as with many faculty members active in international education on the two campuses. The San Luis Obispo contacts provided expert support during the faculty development workshops as well as voluminous materials from their Faculty Award Program for Internationalizing General Education and Breadth Courses to assist our faculty in the internationalization of courses.

A close working relationship between the director of the Center of International Education and the director and staff of the Office of International Student Services and Programs at CSU Fresno has developed, which has provided an opportunity to gain from that campus's experience in the area of international students and exchange. A cooperative arrangement to permit CSU students to participate in Fresno's China Semester and the San Luis Obispo London and Paris programs was established. In addition, contacts at the community colleges within CSUB's service area, Bakersfield College and Taft College, were enhanced.

International Student Services

During the project period, the Center of International Education assumed an increasingly important role in providing services to CSUB's international students. While the Office of Admissions and Records is still responsible for the processing of applications of admission by international students and the evaluation of their previous academic work, the center has assumed the following responsibilities.

- Worldwide recruitment of international students
- Responses to all international inquiries
- Communications with newly admitted international students
- Academic orientation of all new international students
- Academic advising of international students without declared majors
- General academic services to international students
- Coordination of personal assistance to international students
- Liaison with community support groups

Faculty and Student Exchange

Because of the relatively small size of the Bakersfield campus, the Center of International Education has moved with deliberation and prudence in the development of academic cooperation and exchange with individual international institutions. Since the establishment of the center in the fall of 1988, the university has developed exchange agreements with four universities in the People's Republic of China, one university in France, and one university in Taiwan. There is considerable caution in these early efforts because the university is not interested in signing meaningless agreements, but wants to build a few active and viable relationships which result in real exchange activity. Sustaining such activity will be a challenge for a small campus with fewer faculty and students to become potential participants.

On the other hand, the center has moved aggressively to seek university affiliation and membership in national and international organizations for international education. In late 1990, CSU Bakersfield was selected for institutional membership in the International Student Exchange Program (ISEP), becoming only the second CSU campus (after CSU Los Angeles) to have attained such membership. In late 1991, CSU Bakersfield was the first California campus of any system to become an institutional member in the Clearinghouse for International Faculty and Staff Exchange (CIFSE), a new joint venture of the International Student Exchange Program and the National Faculty Exchange. It is believed that a small university should strive to take advantage of existing networks for international education.

Finally, the establishment of the Center of International Education and the campuswide effort for internationalization has spurred new effort to bring CSUB students into the CSU international programs, resulting in increasing numbers of student participants in this systemwide academic year abroad program.

Other Activities in International Education

Two inventories of campus resources for internationalization of the curriculum and development of campus community activities were created employing a microcomputer data base: an audio-visual resources data base and a faculty interest/experience data base. Faculty expertise remains the most valuable resource of all for any university purpose, but most particularly for internationalization. It is vital that such a valuable resource be defined and made accessible. These data bases will be updated regularly.

For two years the new Center of International Education actively participated in a campuswide effort to acquire a California International Studies Project (CISP) grant for establishing a resource center for K-12 teacher development. CSUB became a prime candidate for the establishment of such a CISP resource center and, indeed, received a planning grant. Unfortunately, the state of California has not provided funding for any new centers during the current fiscal year. When such funding becomes available again, CSUB will be prepared to establish an active and effective resource center and conduct high quality in-service training programs.

Internationalization Unleashed and Bound

As can readily be seen from the foregoing, the API grant projects at CSU Bakersfield have released enormous energies and strong initial growth in a number of different, but mutually supporting, directions. In the short space of time of the formal project and in the period since its end, CSUB has made significant strides toward internationalization. But all is not sweetness and light. The progress made was possible because of enormous personal commitment on the part of the project director and his one-man Center of International Education and on the parts of a number of the most dedicated faculty to be found anywhere in American higher education. Small campuses tend to depend on these resources, but tend to be short on other forms of support. Small campuses tend to have little flexibility in the shifting of fiscal and personnel resources to sustain valuable activities. This is the primary dilemma of California State University, Bakersfield.

From this perspective, the most valuable effort made in the projects was the institutionalization of international perspective requirements in the curriculum development process and the establishment of the center as a working concept, if not a fully realized fact. To give authority and visibility to an activity is to certify it as a valuable feature of the institution. CSUB did this most clearly. The curriculum development effort then required only the planting of a few seeds and the use of a bit of elbow grease in setting up the opportunity for faculty to come together in workshops to focus on the internationalization of their courses. Such activities, when they are undergirded by appropriate policy support, reach down into the very heart of a university and change it forever.

Less successful were some of those efforts which required intensive labor and significant fiscal resources. Community outreach, for example, seemed to go nowhere, not because of resistance in the community, or a lack of interest in the effort, but because such an effort is very nearly a full-time job in itself. As increasing success is attained with the servicing of international students, the center director will find himself overwhelmed with demands; and, as the regional consortium becomes increasingly active, so will the energies of the center director be called upon in new ways to meet urgent practical needs.

The experience of CSUB in this development project was, therefore, mixed in the sense that the campus had the opportunity to get a glimpse of what it might be, but then has had to endure the painful experience of realizing the difficulty of attaining that vision in its daily operations. It may be said, therefore, that while it is vital that an institution considering the inculcation of international values in its curriculum and community have a map of its future which includes a broad strategy, the setting of realistic goals which emphasize change in the underlying existing processes is also essential to avoid the dispersion of precious effort. It might also be said in the building of a new institutional commitment that to build well, a solid foundation must be laid. This means, for example, that the establishment of a system of professional rewards to recognize faculty performance in the international area will ultimately stimulate more constructive activity than any number of consortial arrangements, workshops, or exchange agreements—however valuable and essential these might be—can ever produce by themselves.

It did, at times, seem to those who played a role in the exciting and plucky project of this small campus to internationalize itself that the effort was designed to do *everything with nothing*. But it is never really our responsibility to do everything, nor is it ever true to say that we have nothing with which to work. It would be truer to say of the CSU Bakersfield effort at internationalization that it found resources more than adequate to do something and that this *something* was, in the final analysis, a significant achievement, indeed. ■

Section II

Internationalizing the Disciplines

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A Multidisciplinary Approach to Internationalize the Curriculum at California State University, Fullerton, 1987-1990

Linda R. Andersen, William W. Haddad, and Troy A. Zimmer

The creation of an academic administrative post for graduate and international programs at CSU Fullerton, in August 1986, focused efforts to assess student global knowledge and to identify faculty and curricular strengths and weaknesses in international content. Subsequent efforts centered upon building on the already existing institutional, programmatic, and faculty strengths through pooling knowledge and collaborative efforts. Traditional and innovative programs were already in place before 1986. These included several area studies programs, institutional exchanges with sister campuses abroad, and the interdisciplinary B.A. in International Business with concentrations in French, German, Japanese, Portuguese, and Spanish. Individual school and department initiatives developed during the 1987-90 period as well, including the School of Business Administration and Economics' global awareness requirement and intercultural projects in the arts. This study, however, will concentrate on CSU Fullerton's universitywide efforts to internationalize the faculty and curriculum.

Initially, faculty groups bridging disciplines and schools were brought together in the grant-writing process. A consensus on needs and goals developed as a result of those meetings. One of our guiding principles was that the assessment of our students' global knowledge was needed in order to credibly advocate change. Further, all groups felt that faculty members would benefit from collaborating with colleagues in different fields.

Two Academic Program Improvement grants addressing these issues were written, submitted, and funded. Approximately 50 faculty members were involved in the two years of the API projects. Also in 1987, a three-year FIPSE grant, funded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education, to improve student understanding of the world through experimental classroom teaching in an interdisciplinary and integrative mode was received. This project involved 15 faculty on the resource team and approximately 60 host instructors as well as approximately 2,000 students.

Further, lottery funding in the last two years permitted cross-disciplinary faculty groups to put on major conferences on "War and Peace in the Middle East" and "European Community Developments."

We hoped that by using the test results as a blueprint, the next step in the process—changing our curriculum—could be instituted.

Assessment of Global Knowledge and Attitudes

Academic Program Improvement (API) Test

The API planning grant awarded for 1987-88 launched the campus headlong into the process of internationalizing its curriculum. The proposal was designed to measure CSU Fullerton's students' knowledge of the world. Thus, we came to call it a "global literacy" project.

While keenly aware of the pioneering efforts in this area instigated by the Barrows *et al* nationwide test of 3,000 students given in 1980 and replicated by Ohio State in 1985 for 340 students, CSU Fullerton chose to formulate a different examination. The API Task Force, which was a distillation of earlier groups, decided to deviate from the Barrows and Ohio State examples in two important respects: by preparing a pretest to determine the validity of the test items and giving the finalized test to a random sample.

The task force of two dozen faculty met on a regular basis throughout the fall 1987 semester to solicit questions from other faculty and to formulate the pretest. This core group made no assumptions about our students' global knowledge. However, the results obtained in the Barrows survey of 1980 and Ohio State's in 1985 led us to anticipate that our students probably would not perform well. Nonetheless, the objective of the test was to measure the students' knowledge of the world as accurately as possible. Further, we were interested in the cumulative effect of increased exposure to international topics. To this end we wanted to determine whether seniors performed better than freshmen and how our transfer students performed. We also wished to discover if travel abroad influenced test performance. We hoped that by using the test results as a blueprint, the next step in the process—changing our curriculum—could be instituted.

The call for global literacy questions resulted in 140 responses. The task force discarded duplicates and some other questions that appeared too parochial. The result was 100 questions which were divided into two pretests. Members of the task force were asked to volunteer their classes so that the pretest could be evaluated. It was given to 636 different students in classes largely drawn from the faculty already interested in internationalizing the curriculum. The faculty member in charge of assessment stated that this did not bias the aim of the pretest, which was to determine the validity of items, not the knowledge of the students. After the tests were administered, the questions were evaluated for their soundness. This entire process occupied the fall semester. After establishing validity, a final test was given in spring 1988 to 1,145 students. The students were chosen from a random sample of 75 classes selected from the spring 1988 class schedule book. This examination was also evaluated for its efficacy and a final report written by the assessment director.

Since the API project was a planning process that involved testing our students, the main outcome of the project was the result of the test. In analyzing the data we had accumulated, a number of findings presented themselves. Student performance on the global literacy test was very poor, with an average of only 49.8 percent correct. In defense of our students, this percentage was similar to the rates reported by Barrows *et al* and Ohio State in their earlier global awareness tests.

Unlike the previous two attempts by Barrows and Ohio State, we wished to develop an instrument proven reliable by pretesting. Our examination demonstrated excellent reliability in both the pretest and especially in the final version. Thus, one of the positive outcomes of the process, however disappointing our students' results, was the development of a promising instrument to measure global knowledge. The task force felt that the examination could be easily replicated on any other CSU campus since its reliability had already been proven. If other campuses question the items we included on our examination—and certainly this will happen over

time—still the pretest, its report, the final examination and its report can serve as a basis for beginning the process of examining students' global literacy.

Even though scores on the test were low, there were some encouraging results. Student GPA was significantly and independently related to global literacy test performance. Higher GPAs may be reflective of students likely to be interested in global events. On our examination, each letter grade increase in the GPA translated into a 4-point increase in the test score. Further, relevant course exposure was significantly related to higher global literacy and was so independently of the students' academic achievement as indicated by the GPA. That is, all students—not merely the high achievers—benefited from relevant course exposure. This suggested to us that the faculty who teach courses with international content are doing a fine job of transmitting global awareness and knowledge to all students regardless of their academic standing. Students knew the least about Africa and the most about Asia.

Other results of our testing indicated that there was an increase in performance according to class standing. Freshmen scored 42 percent while seniors scored 55 percent, better scores than those achieved in the Barrows exam. The Barrows sample saw an increase from 41 percent to 50 percent, while Ohio State undergraduates improved with class standing from 49 percent to 59 percent. Scores also increased with age, approximately 2 percent for every ten years of age. Women on the average scored 7 percent less than men, lending credence to the idea that the genders are socialized in different ways concerning geopolitical issues.

Interestingly, whether a student began as a freshman at CSU Fullerton or transferred to the university was not an important indicator of the level of global literacy. However, foreign travel was significantly related to a better performance. Having traveled abroad added 3 percent to one's score.

Assessment of Faculty Attitudes Toward Global Knowledge

At the same time we were testing students' knowledge, we prepared to ask the faculty what they perceived to be students' needs. In fall 1988 the faculty was polled on three questions and the following responses were obtained.

- The need for enhancing our students' global knowledge and understanding.

Respondents from 25 academic units and one librarian rated this need as 9.59 on a scale of ten. Forty-six responses came from all seven of the university's schools: Arts (1); Business Administration and Economics (10); Communications (6); Humanities and Social Sciences (16); Human Development and Community Service (6); Natural Science and Mathematics (5); Engineering and Computer Science (1).

- Need for infusion of international dimensions in my courses.

Responses to this item were more varied, and six left it blank. There also was some confusion concerning "my courses." Respondents were uncertain whether to address current practice or to evaluate how much more needed to be done. Two respondents wrote in "already have," and a respondent from chemistry indicated that business students need both international and interdisciplinary perspectives. However, 40 responses gave an average of 8.14 on a scale of 10 for this question.

- Need for interdisciplinary perspective in my courses.

Again, although the question may have been ambiguous, and five respondents left it blank, the assessment averaged 8.72 with 41 respondents.

At the conclusion of the API interdisciplinary seminars held during 1988-89, which will be discussed later in this paper, 30 faculty participants were again asked to rate the value of interdisciplinary

...all students—not merely the high achievers—benefited from relevant course exposure.

cooperation. Although the sampling was smaller, the fall seminar participants rated such cooperation 9.0 and the spring participants, 9.8. It could be argued that those who have experienced such interaction and integrative efforts have become more convinced of their value after working in a sustained way in an interdisciplinary mode.

The chance to pause and consider broad issues provided a welcome and stimulating change of pace in the classroom.

Collaborative Faculty Activity for Curricular Change

FIPSE Grant 1987-90 — "Interdisciplinary Internationally Oriented Faculty Resource Teams to Improve the Curriculum"
The FIPSE project goals were to promote internationalization of the curriculum and to provide greater coherence in the educational experience.* Fragmented education limits students' ability to integrate material from different classes. Rather than add new courses to a crowded curriculum, the Fullerton project was designed to integrate and relate complex global issues through multidisciplinary, internationally oriented presentations in existing junior, senior, and professional courses. The FIPSE participants volunteered their expertise and asked faculty if they had a need in their classes. In this way FIPSE resource persons were invited into the classroom

A seven-member resource team was constituted each year of the three-year project. Faculty came primarily from economics, political science, history, ethnic studies, religious studies, anthropology, foreign language and culture, and related fields. All had expertise in complementary areas of the globe. Three-member subgroups demonstrated the relationship and relevance of their disciplines to the host course content during a one-week period using interactive strategies. For example, in Principles of Marketing, the team discussed, "Decision Making in Southeast Asia," "The Buddhist World View," "North-South Differences" and "How to Learn About Other Cultures."

* *A complete description of the FIPSE project at CSU Fullerton may be found in AASCU's "Inventory of Model Projects." The API materials, including the global literacy test and its results, are available from the authors.*

The FIPSE program was enthusiastically received. Students were sensitized to different cultural, political, and economic perspectives and to idiosyncrasies of their own culture. The chance to pause and consider broad issues provided a welcome and stimulating change of pace in the classroom. Team members born in other countries added an appreciated dimension of authenticity to the material.

Some faculty had not initially expected other disciplines to prove quite so relevant or enriching to their own fields. However, interaction among the resource team and host instructors has led to joint research and the development of courses to be taught in an interdisciplinary mode from multiple perspectives, e.g., "Third World Development."

Many topics lend themselves to an integration of historical, political, economic, and cultural factors. Topics which were widely requested for presentations at Fullerton were "The Socialist World," "National Policies and International Impact, "Changing International Relations," "North-South Issues," "Prospects for Third World Development," "Labor and Politics," "The Press," "Cultural Research Abroad," and consumer behavior in different parts of the world.

Multiple measures, both quantitative and qualitative, have been used for project evaluation. The results are currently being analyzed.

API Seminar Activity
The second Academic Program Improvement grant supported two semester-long faculty seminars. Thirty faculty from 16 disciplines met regularly to identify international content they could infuse into their courses, to exchange relevant information, to develop strategies for the classroom, and to plan international studies courses based on multidisciplinary teaching.

The seminars explored history, culture, and causes of conflict among nations from multidisciplinary perspectives. From fall 1988

to spring 1989, the focus shifted from the *process* of infusion of international dimensions and cross-cultural understanding to a *content-oriented* seminar.

The fall seminar focused generally on identifying the areas where student international knowledge and understanding were the weakest and on strategies to enhance students' global knowledge, particularly through general education courses. Discourse centered on how best to promote historical and cultural understanding.

It was noted that international strategies should not be directed solely toward freshmen and sophomores. Students in teacher education training and other professional programs have tremendous impact in the community. They all can benefit from understanding the international dimensions of their studies.

The group agreed that not only *knowledge*, or facts, but also *attitudes and behaviors* needed to be addressed. A theoretical framework for analyzing cultural issues must be provided. Analysis of cultural persistence vs. acculturation, and similar dichotomies, could help to provide a construct for understanding cultures and managing cultural change.

The ability to deal critically with culture clash or conflict also needed development. Many ethnic and international groups are present on Fullerton's campus, and faculty can and must take the initiative to utilize international students as resources to provide other cultural perspectives in classes. The API seminar participants felt strongly that the faculty needed to foster critical analysis of our own culture as well as that of others. The comparative and contrastive mode is very effective in creating greater awareness of one's own cultural biases. An example was how different cultures deal with material possessions, a particularly pithy topic for students from Orange County. A balanced view of the positive and negative aspects of each culture was the hoped-for outcome.

One concrete and minimalist strategy to introduce culture learning in various classes was to ask students to do a family ethnic history. One of our resource team members noted that there have been studies to show that research related to one's personal life or ethnic background leads to further student involvement in international studies.

The seminar group collaborated on a course proposal for culture analysis for lower division general education credit. The department of anthropology is exploring the feasibility of offering this course on a regular basis.

The project also formulated an experimental international studies global topics course ultimately designed for general education credit at the upper division level. Teaching in this course will be in an interdisciplinary mode with more than one instructor participating. Possible topics are "Human Rights and Revolution," "Culture and Economics Development," and "Regions of the World from an Economic and Social Perspective." Regular course approval is being sought for the program. In the interim, the course is being taught as a special offering.

General education offerings are the best way to reach the majority of students. Since almost half of CSU Fullerton's students transfer in with lower division GE requirements completed, upper division GE courses should be given particular attention. Seminar participants recommended broad yet critically analytical international studies courses be taught in an interdisciplinary mode for GE credit. This approach is consonant with the CSU systemwide general education guidelines which encourage integrative approaches and suggest offering courses beyond the traditional academic units and conventional titles.

With the explosion of knowledge and the need for greater understanding of growing global interdependency, collaborative approaches offer strategies to demonstrate the interrelationship of disciplines. Furthermore, collaborative efforts, from our experience, were relevant and convincing for students. Broad curricular change is a very slow process in a rapidly evolving world. However, at CSU Fullerton a small nucleus of task force members has grown to a large network of faculty from diverse fields who have built paths for bringing about innovative curricular change. ■

Internationalizing Physical Education at California State University, Sacramento

Pamela A. Milchrist

The Department of Health and Physical Education at California State University in Sacramento is currently involved in an exchange program with the Shanghai Institute of Physical Education in China. The goal of the program is to provide an opportunity for faculty and graduate students to engage in teaching and scholarly activities that lead to an advancement of ideas as well as cross-cultural understandings.

The official exchange of faculty and graduate students started in the spring of 1989, but the preliminary work for the program began in the summer of 1987. It took two years to lay the groundwork for the official exchange of faculty, and students. The preliminary work included nonformal and formal communication between the two institutions through administrators, faculty, and students. Once it became clear that both institutions were interested in an official exchange program, a contractual agreement was developed.

The original plan called for the Chinese to study and teach at CSUS for one semester only, and for the Americans to study and lecture at the Shanghai Institute for a six-week period. As the program evolved, adjustments have been made to the time framework to adapt to budget and curriculum constraints at both institutions.

The initial contract was negotiated through a team of CSUS physical education faculty. The team went to China during the spring of 1988 to work out the details of the contract. Informal contact had begun the previous year through letters of inquiry and through informal visits to China as part of faculty summer travel. Once it was clear that both institutions were interested in having a formal exchange program, a proposal was developed at CSUS and forwarded to China.

The proposal called for an evaluation of each institution by assessment teams consisting of faculty and administrators from each respective country. A preliminary assessment was considered

necessary so that each institution would have a clear understanding of what the other institution had to offer.
When the CSUS assessment team went to China to negotiate the contract, they also presented lectures and participated in seminars where they shared information with their Chinese counterparts. Participating members of this team included Dr. James Bosco (department chair), Dr. Elizabeth Stevenson (physical therapy), Dr. Fred Furukawa (team sports and adapted physical education), Dr. Pamela Milchrist (pedagogy), Marianna Bosco (nutrition).

The negotiated exchange program is cost effective and leads to an exchange of ideas rather than to the achievement of a degree.

During the assessment team's visit to China, a preliminary contract was developed and signed by the president of the Shanghai Institute of Physical Education and by James Bosco, the chair of the CSUS HPE Department. The following fall semester (1988), the Shanghai Institute of Physical Education sent its assessment team to CSUS. In addition to assessing the CSUS health and physical education program, the negotiations for the final contract were completed. The final contract was signed in October 1988 in a formal ceremony at CSUS by the representatives from Shanghai Institute and by Don Gerth, the president of CSUS.

The negotiated exchange program is cost effective and leads to an exchange of ideas rather than to the achievement of a degree. The Chinese who participate in the program participate as visiting scholars rather than as students. By having the Chinese study at CSUS as visiting scholars, they need not pay tuition or fees. With the department chair's approval, they can attend any classes in their area of interest, and they are afforded library privileges. Also, room and board is provided by CSUS faculty who have an interest in the program. Pocket money is attained through visiting scholar lectures at the university level and through the teaching of Tai Chi classes in the HPE department.

The CSUS faculty and graduate students who participate in the exchange receive room and board from the Shanghai Institute, and they, too, do not pay tuition or fees to attend classes at the Shanghai Institute. The real costs of the program occur in the airfares. The Shanghai Institute covers the cost of the airfare of the Chinese, and the American faculty and graduate students finance their own airfares.

It should be mentioned that the two years that it took to negotiate the contract was time well spent. The foundations of the program and the friendships between members of both institutions were strong enough to help the program rise above the political complications that evolved from the Tiananmen Square massacre in June 1989. Despite the political ramifications of Tiananmen, the first two physical education visiting scholars from the Shanghai Institute of Physical Education were able to come to CSUS in the fall of 1989.

The actual exchange of faculty began in the spring of 1989. In March, professor Fred Furukawa, along with his wife, went to Shanghai to exchange ideas in the competitive sport of basketball and in the area of special education. In China, he helped coach the school's women's basketball team and gave several lectures related to basketball and to special education. His wife, Pat, taught English to a group of Chinese students. Under Dr. Furukawa's guidance, along with the help of his Chinese counterpart, the women's basketball team achieved a winning season. This achievement, however, was small in terms of the growth of ideas and exchange of friendships between Dr. Furukawa and his wife and the Chinese.

At the end of May 1989, two graduate students, Jim Mansoor and Tony Arreguine were accompanied by professor Pamela Milchrist to join Dr. Furukawa and his wife in China. The students were to have spent a six-week period of time studying Tai Chi, curriculum, and exercise physiology. Dr. Milchrist accompanied them as part of a formality of the exchange program and to lay the groundwork for the future exchange programs.

The Tiananmen massacre occurred two weeks into their stay in China. Because of a mandate from the Chancellor's Office ordering all CSUS personnel to leave China due to safety considerations, the

students and faculty left China prior to their anticipated departure date.

In terms of the students' learning, some ideas related to curriculum and exercise physiology were communicated. The real learning, however, took place in the students and the CSUS faculty witnessing one of the most historical events of the twentieth century. During the Tiananmen uprising, the fervor of the students who wanted freedom and democracy permeated all of China. When the massacre took place in Tiananmen Square, the pain, the anger, the frustration, and the realization that the quest for freedom would have to be put on hold was a sobering experience that will stay forever in the hearts and the minds of the students and faculty who were in China that fateful spring. An immeasurable amount of learning took place, and the academic concept of internationalizing CSUS was overrun with an emotional commitment to helping friends cope with the frustration that freedom is an ideal that is not easily attained.

The strength of the foundations of the exchange program was evident when, despite the political ramifications of the Tiananmen Square uprising, two visiting scholars, Chen Wen-he and Zang Zhiming, arrived in August 1989 and spent the fall semester studying at CSUS in their respective areas. In addition to attending classes, they were able to give lectures in classes and in the university program for visiting scholar lectures.

While the Chinese scholars were able to study at CSUS despite the Tiananmen uprising, CSUS faculty and graduate students had to cancel plans to study in China during the spring 1990 semester because of the chancellor's moratorium on CSU faculty/student exchanges to China.

During the fall 1990 semester, two more Chinese scholars, Xiang Ping, and Cai Xiang, were able to study at CSUS as part of the exchange program. By the spring 1991 semester, conditions between China and the United States had improved enough that CSUS professor Pamela Milchrist and graduate student Wendy Holland were able to spend several weeks in China as part of the exchange program.

Dr. Milchrist, with the assistance of the Shanghai Institute faculty and graduate students, conducted a cross-cultural research study examining the growth and development characteristics of 180 preschool boys and girls. Wendy Holland assisted with the study and also taught square dance and aerobics to the students at the Shanghai Institute.

In addition to conducting research, Dr. Milchrist gave several lectures at the Shanghai Institute and at several other educational institutions, including Hangzhou University, Suchow University, the Shanghai Pre-School Teacher's College, and Kunming Normal University. These lectures were all arranged through the Shanghai Institute as an expansion of the exchange program.

It is anticipated that during the spring 1992 semester, one Chinese scholar, in the area of biomechanics, will study at CSUS. At the end of the spring semester, the scholar will return to China along with an American counterpart to continue the exchange of ideas in biomechanics. Through research grant money, the Chinese scholar will be able to supplement his living allowance by participating in a research project.

The major problem in the exchange program has been the living allowance for the Chinese scholars. Often, the scholars are expected to return to China with gifts and money for their families and friends. To meet these expectations, all of the Chinese scholars, to date, have sought additional income opportunities. This has placed a burden on them and on the integrity of the program. It is hoped that through the additional grant funding, the personal needs of the Chinese scholars will be met without their having to seek additional funds through outside employment.

The real learning, however, took place in the students and the CSUS faculty witnessing one of the most historical events of the twentieth century.

Recently, more modifications on the official exchange agreement were made. Initially, the exchange was to be completed after three years. Because of the success of the program, the time period has been extended indefinitely. To be more cost effective, it was decided that rather than sending two Chinese scholars at a time, only one would be sent. Also, the visitation of the American scholars to the Shanghai Institute would be limited to a two-week period of time.

It is anticipated that as the exchange continues, more modifications will be made. Mistakes have been made and will continue to be made by both sides, but the foundations of the exchange are strong, and the leaders at both institutions realize that the benefits of internationalizing their systems are great. In times of budget constraints, the cost effectiveness of this particular program contributes to the continuation of its existence. Further, as each CSU institution justifies its programs in terms of the CSU mission, the CSUS Physical Education Exchange Program with the Shanghai Institute of Physical Education stands out as a meaningful example of internationalizing the system. ■

Internationalizing Instruction of Principles of Accounting

Michael E. Baldigo

Introducing an international dimension into the accounting curriculum presents substantial difficulty at any level. This is particularly true for the first course in Principles of Accounting; however, this is probably one of the best places to begin. One way to do so is by assigning supplementary reports that do not compete with other items on the already crowded--if not filled to exploding—course outline and that would not necessarily require time out of the class schedule. Assigning an out-of-class report on a multinational business event and reviewing the financial statements of a multinational firm are presented as relatively painless and easy ways to accomplish a limited awareness of international business dimensions. Another way is to adopt supplementary readings. These have the obvious dangers of cost, appropriateness, timeliness, preparation, updating, and scheduling. However, supplementary materials, such as handouts, or pressing publishers to improve the international materials in basic accounting textbooks offer appropriate and helpful improvements to the teaching process.

Promoting internationalization can and should be addressed at all levels of the curriculum. The approach that has been considered most closely at the author's university recently has been internationalization of the Principles of Accounting sequence, Management 230A-B. This approach has the advantage of internationalizing the entire curriculum at the foundation level through basic tool skill requirements. Principles is almost always taken at the beginning of the business program by all majors and minors. This is true at both the undergraduate and graduate levels. After the mathematics and economics requirements, Principles of Accounting is at the top of the list in nearly every student's program during advising and orientation sessions. Furthermore, a substantial number of nonmajors and professional development students having no present degree objective choose it if they have not taken this sequence already.

Like any good idea, internationalizing the curriculum through Principles of Accounting has its drawbacks. Consistent support

(that's time, money, and tangible encouragement), such as in internationalizing faculty development, needs to be provided if the goal is to be achieved and maintained. Further, although it is feasible to give beginning students some awareness, appreciation, and understanding of accountancy and its utility in multinational decision making, such an introduction will inherently have limitations. The language of business has worldwide applications, but the job should be promoted consistently throughout the whole curriculum of the university.

The language of business has worldwide applications....

Supplemental Out-of-Class Reports

Taking a two-semester Principles of Accounting sequence as an example, one approach is to add a supplemental report each term. The first semester's assignment would be a short report on a conference, professional presentation, or meeting that deals with a significant aspect of international business, for example, attending a trade fair. No separate class time need be devoted to this activity, and no material in the course outline need be displaced by adding this report deadline.

The report would require the student to submit a written proposal, subject to prior approval. The approved proposal, student's notes, and program, announcement, or agenda would be turned in with the final report. Prior approval of the event offers the advantage that the student cannot wait until the last minute to start planning; nor is the student strongly tempted to cheat by having someone else do the job or by contriving a phony attendance (or event). Besides, the student never knows in advance if the instructor will wish to attend!

Local and regional professional associations in accounting, engineering, production, etc. have welcomed students to their sessions, especially when prior permission was sought through the instructor. Cooperative associations have provided thousands of dollars' worth of unpaid training to university students in this fashion. Usually, extra copies of the materials at the presentation were made available gratis; and, in some instances, students who offered to arrive early and help with attendance and registration received complimentary participation at major conferences and educational events.

Another advantage is that the student must take the initiative to research and propose an appropriate multinational event. On a university campus or near a major metropolitan area, this onerous task turns out to be easy once the student starts assessing, prospecting, and networking to find out what is available. These people and systems skills are hidden assets of the curriculum that will no doubt serve the student well in present and future objectives.

Furthermore, local professional societies have numerous professional development sessions, and they provide an invaluable link between campus and community. They also may tie into a local or regional network for employment.

It is recommended that events be approved on a first-come, first-served basis, one student to each event. This penalizes procrastination and rewards initiative. Limiting participation prevents a "me too" bandwagon effect where all students go to the same event. On the other hand, where the event has special merit, more than one student may be approved to attend. This approach may be particularly useful to encourage ride sharing, especially to distant events and/or where the instructor will be able to attend to verify content and attendance. Where more than one student attends an event, each can be assigned to report on a different aspect or from a different point of view.

Again, the advantage of such an approach would be to open students' eyes to the multinational nature of business events throughout the community. The participation would not consume scarce class time nor displace other topics in the outline and schedule. The student can also enjoy the experience, because there is a wide range of discretion in the topics, areas of expertise, timing, and ways to respond to the material. In short, the student has a large measure of power to make the most out of this new, supplemental learning experience. Last but not least, the instructor

need not be an expert in the material covered and can spend as much or as little time on a particular activity as the schedule allows.

The second term's report would be to analyze the statements of financial position of a major multinational firm. The assignment would require more technical expertise, and specific emphasis could be directed to a particular area such as ratios, applications of accounting principles, or segment analysis.

Experience indicates that the student should not be permitted to rush into the offices of the firm nearest to campus for information. Often these are regional or sales offices, which can be inundated with more students wanting to study them than the resources of the firm can accommodate. Not only is this bad public relations for the campus, but students are quite likely to be turned away. Locating and approaching a fresh prospect would be more likely to meet with initial success. Furthermore, such search involves little or no effort on the student's part and, therefore, minimal reward from the accomplishment. (Also, such a study may produce findings which are limited in scope and subject to misinterpretation.)

As above, prior approval of the subject and first-come, first-served selection offer many advantages. Among them, the instructor can guide students away from firms that may present obstacles, such as privately owned firms or consolidated subsidiaries.

To date, no local stockbrokers' offices have complained about students requesting their services and reference materials. In fact, students have been welcomed by local brokers, who are eager to attract potential customers and handle them as first-time contacts. University libraries and reference librarians have proved eager to assist in the process. However, the easiest way to find out most information has been through corporate shareholder relations, where annual reports, Securities Exchange Commission Form 10-K reports, and, occasionally, new issue prospectuses are available on request. Usually the home offices can be located through library reference materials, and corporate reports can be obtained with a phone call or letter; however, it's best to let students learn this lesson for themselves.

Having early deadlines for approval of topics proved to be a great advantage to discourage last-moment frantic, heroic, or desperate efforts.

Foreign-based multinational firms were not always the best first choices. However, where the student had a special advantage, such as employment, contacts, or foreign language skills, this worked out very well. On the other hand, it is not recommended that the student study a family-owned business or a firm based in the home country, where financial reports are not freely available to the general public.

As above, the student is required to analyze the multinational scope and operational picture of the firm's activities outside of class. The report should include an appendix of the published materials, reports, articles, etc., that were used. Furthermore, the student will be in a position to understand and appreciate the global world of business that is revealed by published accounting reports, which are one of the principal justifications for financial accounting.

...the student will be in a position to understand and appreciate the global world of business....

Supplementary Readings

Adopting a set of supplemental readings sounds more appealing than it may be in practice. The following illustrates the complexity of the problem, offering no quick fix nor any conclusive guide to action in adding on a set of supplemental readings. The author concludes that the ideal solution at this time is probably to make publishers more aware of the need to include international dimensions, other than consolidation and foreign currency translation, into Principles of Accounting textbooks and to select textbooks on the basis of such readings.

The most salient drawbacks to supplemental readings have been the following:

- In order to cover Principles of Accounting thoroughly enough to prepare the student for further courses in accounting and other disciplines, the international material must be a limited number of lectures, readings, assignments, discussions, or other exercises.

- Coverage must rely primarily on the expertise of the instructor. The process cannot depend on guest lecturers; nor is it feasible or desirable for all instructors to develop the same levels and areas of experience in international accountancy.

- Textbooks, which seem to be bursting their bindings with more topics and pages than ever before (plus excellent quality full-color illustrations, charts, diagrams, etc.) inspire a genuine fear that to put more material into internationalizing Principles of Accounting, something else must be deleted from the course outline. The liability of win/lose thinking is hard to convert into a win/win asset.

These disadvantages by no means exhaust the list of concerns. They argue strongly against a quick fix approach, such as "kludging on" an international assignment, case, or lecture without making more basic changes. Such a change might be to add a third semester to Principles or to increase the number of credit units in the course. At the author's university, the latter approach would mean going from courses of four units each to courses of five units. That would mean going from eight semester units of Principles of Accounting to ten.

One approach that has been studied is to require a book of readings in addition to the textbook. It is to this option that the remainder of this paper will be addressed.

Students experiencing sticker shock at textbook prices are barely reassured that they can use the same text all year. They balk at any increment in the cost of materials. If it were solely the added expense of buying a second book, plus optional workbook, study guide, working papers, and practice set, available in excellent quality from the publishers, as well as personal computer spreadsheet exercises, perhaps the extra cost and criticism would be worthwhile. However, all parties—students, instructors, students' families—are genuinely concerned about the cost and benefit of such an approach. When the textbook is already obviously filled to overflowing with more material than can be covered and/or assimilated effectively in a year, a second book of readings seems not the most palatable approach.

In the modern world where information overload is common, one obvious solution is to call a halt, to simply wait and see. Unfortunately, when the question of internationalization arises next time, such a policy will produce even more inertia than before.

Another argument against a supplemental book of readings is that international accountancy, a living field with its own vitality, indeed changes. All too many articles (as well as international sections of Principles of Accounting textbooks reviewed) present techniques, such as foreign currency translation and foreign subsidiary consolidation. The student is ill-prepared to handle these more abstract areas. The materials grow out of date rapidly, because international accounting in this area is a highly dynamic part of a rapidly changing global environment.

Many of the tools, techniques, terms, and approaches of international accounting presented to U.S. students have grown belatedly out of uninational ways of thinking. Accounting principles (and the committees and boards establishing them, as well as national agencies reviewing them) tend not to be international, and national and international policies are not necessarily congruent. One such example would be valuation of capitalization of stock dividends.

A book of readings, in spite of being paper bound, sells for a comparatively high price. Part of the publisher's problem is trying

to recover rapidly the high costs of developing quality physical and intellectual materials to make a desirable rate of return. Similarly, there is the risk of a short life cycle in print (for many of the reasons given above), the risk of limited volume production, competition, and slow change by what has traditionally been a very conservative profession.

Furthermore, in trying to appeal to many target markets (courses) by including materials for principles, managerial, intermediate, cost, tax, and advanced accounting, an individual readings book runs the risk of limited appeal and applicability to any one of them. This is a classic marketing dilemma: Attempting to satisfy all, the readings satisfy none fully or effectively.

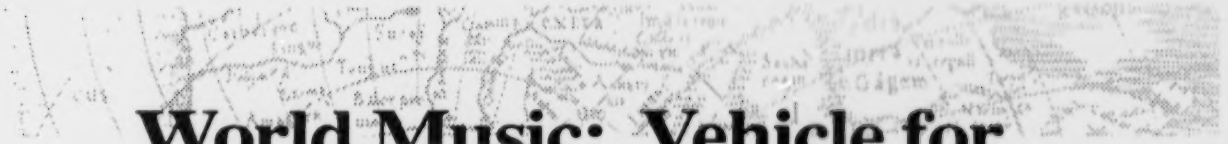
A common alternative to a book of readings is for the educator to move the process onto the photocopy machine. Generations of instructors have presented and/or handed out copies of essays, articles, problems, and readings. More recently, photocopy machines and desktop publishing have brought this potential even closer and faster to application. Such an approach allows for current world events to be brought into the classroom and permits recent local events to be discussed in their multinational dimensions.

However, do-it-yourself readings collections require constant updating. Interest in their content fades, and it is difficult to standardize the process when there are many instructors and different classes.

The author's recent experience using a commercial photocopy service, taking materials from two chapters of a supplemental readings book, was not particularly encouraging. The national photocopy firm whose local office handled the negotiations usually experienced very cooperative, cordial, and reasonable reprinting arrangements with the publisher of a readings book from which rights to a limited number of readings were sought. However, in this case, the publisher demanded a royalty for photocopy rights that would have made the final handout prohibitively expensive. Adding the royalty demanded for selections from two chapters would have made the price charged for the booklet close to retail price of the entire readings book. Naturally, the response was to abandon using the book of readings or copy service excerpts.

There was a third alternative as well: buying several copies, placing them in the library, and letting students use the photocopy machine conveniently located in the reserve book room themselves. Under the fair use doctrine, royalties may be omitted if the class makes a limited educational use only reproduction. The copy firm proposed to duplicate the limited selections plus other readings selected by the instructor. Subject to clearance with the copy firm's legal department, this class use only approach is being given further consideration. The purpose of describing this approach is neither to endorse nor to advocate its feasibility, but to illustrate the complexity and pitfalls of the publishing process.

There are no easy solutions, but it is clear that the idea of internationalizing the business curriculum through Principles of Accounting has many advantages. It is something we clearly want, need, and cannot afford to neglect. One of the easiest and most effective approaches over time would be to encourage the publishers and authors to integrate international dimensions more effectively into their textbooks; another would be to use this criterion more effectively in textbook selection. Developing a consensus that this is an effective way to proceed and communicating this view to the community of professional accounting educators are crucial aspects of this article. ■



World Music: Vehicle for an Expanding Perspective

Mary Shamrock

Beginning with the 1983-84 academic year, California State University, Northridge instituted a general education program specifically supporting its commitment to a cross-cultural program. Among the six categories from which students must choose a specified number of courses is comparative cultural studies. Students are required to take one course each from three subcategories: history of Western culture, international cross-cultural studies, and intranational cross-cultural studies. I developed a course appropriate to each of the latter two categories; these now are well established among the music department's lower division general education offerings each semester. In this article I shall discuss these courses in the context of a strengthening national mandate to internationalize curriculum in college music programs, and also venture to evaluate the effectiveness of these courses as currently taught.

The College Music Society, the professional organization addressing the common concerns of music in higher education, recently published a report entitled *Music in the Undergraduate Curriculum: A Reassessment.*[1] This document presents data drawn from a 1989 questionnaire surveying course offerings in music departments around the country; these data are compared with the findings of a comparable survey in 1982. Based on the data collected, conclusions are drawn and recommendations given for future curriculum development. The report acknowledges at the outset that the music curriculum model prevailing in the U.S. from its beginnings in the nineteenth century has concentrated heavily on Western European art music, and that this model is not sufficiently comprehensive for today's society:

> We must recognize that much of the current population in America does not spiritually identify with art music of the Western European tradition. It is the better part of wisdom to view this shift as an opportunity to expand our educational base in order to reflect the cultural resouces in our society.

> ... the most appropriate education in music may be one that nurtures the capacities and provides skills to comprehend a multiracial, multiethnic orientation—an education that will promote respect for a wide range of cultural groups.
>
> The undergraduate curriculum should begin to reflect a pluralistic perspective of our age, and goals for student development should involve global awareness and cross-cultural competency.

...the examination of music . . . contributes to an expanded awareness of the differences and similarities between cultures worldwide.

Coming from the profession itself, this may be viewed as a strong mandate for change. The implications impact expansion of curriculum for the general student in addition to suggesting significant modifications in the major program. Given current program structures, such changes probably are implemented more readily in the general education program. Changes in a major program involve serious rethinking of direction, with discontinuation of established courses as well as addition of new ones.

Course offerings beyond Western European classical music tradition are not new. In the past three decades, various distinctly American traditions—jazz, musical theater, folk music, genres considered popular, and, more recently, rock—have been offered as topics of study, sometimes individually and sometimes combined in surveys with course titles such as Music in Contemporary Society. These have been available more to the general student than to the music major; it should be noted, however, that jazz as performance has grown to be a strong instrumental option in many music programs throughout the country.

The academic discipline known as ethnomusicology has been instrumental in refocusing the study of music to a more international perspective, one in which music is considered as a cultural as well as an aural phenomenon. The College Music Society report recognizes this approach as applicable to music traditions worldwide:

> The aural experience is but part of the musical experience. Value systems, social contexts, and societal histories are reflected in each music of the world. Conversely, each music of the world contributes to the definition of its own culture.

Ethnomusicology prepares specialists for the task of conducting research in both the musical and cultural dimensions of study. The results of these inquiries, in the form of articles, books, recordings, and visual documentation, constitute a resource fund for use in introducing these traditions to the undergraduate student in either a general education or a major program.

The term world music has come to be used in reference to the study of musical traditions in a combined aural/cultural perspective, but not in the depth implied by the term ethnomusicology. Theoretically, any musical tradition from any culture can be studied under the umbrella of the world music approach, including the Western European classical tradition. In practice, the "world music" designation tends to be applied to traditions of non-European origin, including traditions ranging from sophisticated and complex art music traditions to aurally simpler folk styles.

Before continuing, let us ask why music should be singled out as a worthy or potentially fertile area for internationalizing the university program. Allowing for minor exceptions, it is safe to say that music is a universal behavior; all human societies tend to have a form of expression involving the organization and manipulation of sound through periods of time. The treatment of the raw materials of music—pitch, rhythm, timbre, etc.—makes an interesting enough study in its own right, with ample opportunity for cross-cultural comparisons. Beyond this, the examination of music as a reflector of social, political, and economic values—the purposes served by the music, the attitudes toward it and toward those who make it, the variety of styles practiced by a particular society, the equipment and technology used to produce it—contributes to an expanded awareness of the differences and similarities between cultures worldwide.

Such cross-cultural examination of music traditions supports the notion that music is not to be considered a universal language. Rather, the musical expression of each society has its own grammar, vocabulary, and meaning, and it will not be completely understood outside that group. In some cases there are features common to more than one society that provide a basis for similar understanding—a common religious belief, for example. And the Western musical system, particularly as evidenced in the vernacular styles of this century, has had considerable impact in societies throughout the world. Examination of the reaction of each music culture to Westernization is yet another dimension of the significance of music as an international cultural phenomenon.

Music and other forms of artistic expression historically have provided means for nations to approach one another on safe territory. It can be appreciated purely on an artistic level, offering an opportunity for one society to respond positively to another. Sports often assume this role as well. Cultural exchange, including artists, musicians, and athletes, is often the first stage of rapprochement when feuding nations attempt to rebuild a broken or sagging relationship. In a somewhat comparable manner, the arts, including music, can offer students a neutral port of entry to unknown cultures, to unfamiliar life styles and value systems. Students may or may not find the artistic products in question to their personal taste or liking; either way, an expanded perspective of both the arts and the cultures that host them is likely to be nurtured.

Although the College Music Society survey of 1982 did not specifically inquire about world music offerings, respondents indicated that at least four to five percent had such courses available. The 1989 questionnaire included categories allowing respondents to include non-Western and other courses within the world music purview. Responses indicated that a good sixty percent had offerings in these areas—an encouraging development.

As mentioned at the beginning of these comments, two courses in world music were instituted by the CSUN music department in the fall of 1983. The event placed CSUN among the leaders in the expansion of music perspectives for nonmajors, as indicated by the survey data. The course entitled Introduction to World Cultures Through Music and offered in the international subcategory, may be considered a rather straightforward non-Western-approach course, concerned primarily with cultures in which, before exposure to any extensive Western influences, the indigenous musical practices differed significantly from the Western European system. The course entitled The U.S.—Music of Its Peoples, offered within the intranational subcategory, perhaps is more innovative in approach, focusing on musical traditions of various ethnic groups within this country, music that functions as a source of identity for these populations.

There is a certain amount of overlap in subject matter between the two courses, since virtually all U.S. ethnicities except American Indian groups have roots abroad that comprise the primary source of their ethnic identity. However, these groups also have a history here in the U.S. that very likely is reflected in their music. In some cases the traditions brought here were Western European-based and, in others, very different. Some groups have lost all but remnants of their original ethnic identity; most descendents of white European immigrants fall into this category. For some of the recently arrived Asian groups, musical practices, for the most part, are similar here to the country of origin. In cases where ethnic groups have lived side by side for an extended time, adoption and adaptation of styles from other groups is often seen. The "chicken scratch" music of the Papago Indian people, for example, was taken over from the Hispanic inhabitants of the area for whom it had developed as an integration of Spanish and mid-European (primarily German) features. The traditions associated with African-Americans illustrate various combinations of influences, i.e., with Anglo-American, with French-Canadian, with Hispanic groups.

When these courses were designed, the university-established guidelines for intracultural studies courses directed that concentration should be on minorities, to include African-, Hispanic-, Asian-, and Jewish-Americans, as well as American Indians. To represent

...the musical expression of each society has its own grammar, vocabulary, and meaning, and it will not be completely understood outside that group.

today's society, especially in California and particularly in the greater Los Angeles area, this list needs considerable expansion. In addition, even though many ethnic groups, particularly of European origin, have now been subsumed into the American mainstream, a more balanced longitudinal view of ethnic development is gained by including some aspect of the earlier history of one or more of these groups.

...presentations by musicians representing the cultures being studied are definitely the most effective and convincing component...

In these courses as I have taught them, study materials have included readings and listening tapes containing excerpts of musical selections representing the styles under consideration. A number of published text materials for courses addressing non-Western traditions have become available in the past decade, but none suits the format of the course dealing with U.S. ethnic groups. In both cases I have chosen to make available compiled readings. Providing listening tapes for students has proven to be a major challenge over the years, but I have continued to arrange for it, maintaining that a course about music ought to devote substantial attention to actual examples of that music. The brief exposure in class is not enough; students benefit most when they can listen repeatedly on their own.

Class periods have included a certain amount of lecture, listening to and discussing musical examples, and viewing films and videos concerning the cultures involved (both commercially made and my own documentation). However, in our media-rich age, even well-produced visual material cannot convey adequately a sense of the ongoing reality and vitality of the traditions under study. Guest presentations by musicians representing the cultures being studied are definitely the most effective and convincing component, provided that the students have been prepared adequately in advance. Unfortunately, funding available for bringing such guests is minimal, and only a few can be included each semester.

Another opportunity for first-hand contact is provided by the requirement that each student attend two outside musical/cultural events of an appropriate nature and subsequently turn in brief written reports describing the experiences. I provide a list of suggested activities, and students are encouraged to search out others for themselves. Events include formal concerts, certain plays, church services, restaurants with appropriate musical entertainment, folk dance clubs—a wide variety. Student responses indicate that, in most cases, they set out for these events with anxieties and reservations, but once there they become involved in the experience and actually enjoy it, at least at some level. I receive a surprising number of thank-you notes tagged onto reports; students are grateful for having been introduced to something they never would have sought out on their own.

Response to the courses has been very favorable. The first years the two courses were offered in alternate semesters, with 15 to 20 students in each. By the third year, two sections of each were offered each semester, with up to 60 per section. Subsequent growth has warranted teaching one or two sections of the non-Western course each semester, with perhaps 120 students total. The course concerning U.S. minority traditions has grown to two sections every semester, with 150 to 180 students in each.

From a teacher's perspective, problems with the courses are directly related to the expanded class sizes. In earlier years there was opportunity for class discussion and for assisting students with listening skills. Each student was required to seek out and present an appropriate example of music, preferably from his/her own ethnic heritage. Tests have, of necessity, become Scantron type rather than essay or even short answer. Reading the tremendous volume of outside event reports becomes a burden rather than a delight in sharing the students' discoveries. And certain student behaviors typical of large classes have surfaced here as well; for example, each semester I receive a number, albeit a small minority, of falsified reports. To me it indicates that this course, itself concerned with very special human behavior patterns, has to a great extent lost its own sense of human contact and interaction. If classes must be large, financial support should be sufficient to provide more first-hand contact with musicians representing the

cultures studied and also an opportunity for weekly discussion sessions with the instructor or qualified assistant. The other alternative for maintaining quality is a return to smaller sections. The format and logistical requirements of large classes and small are quite different, and need to be acknowledged as such. (Note: As of fall 1991, both courses described herein have been moved to the upper division level, a position deemed more appropriate within the music department's total profile of general education offerings. Certain items in course format have necessarily changed, and enrollment figures have yet to settle.)

On a positive note, I am able to report, after some years of experience with these courses, that they can play a significant role in expanding students' cultural perspectives as well as their knowledge of and appreciation for music as an art form. Admittedly, they do not provide an in-depth experience, but many of the students need preliminary levels of exposure before they are ready for, and can benefit significantly from, a more thoroughgoing contact. Along with the College Music Society, I believe such experiences are indeed relevant in today's undergraduate curriculum. ■

[1] *Music in the Undergraduate Curriculum: A Reassessment.* Report of the Study Group on the Content of the Undergraduate Music Curriculum. College Music Society, 1989.

Internationalizing Research and Connecting with the Community: The Building of a Special Library Collection

Renee N. Anderson and Jordan M. Scepanski

Well before the atrocities committed by Pol Pot and the Khmer Rouge upon the Cambodian people, Cambodians had made their way to Long Beach, California. California State University, Long Beach (CSULB) educated "approximately one hundred exchange students from Cambodia" during the decade of the sixties, many of whom returned to the city as the political situation in their country and in Southeast Asia worsened.[1] The return of former students resulted in a slow but steady influx of their countrymen into the city. In the early 1980s, Cambodians began arriving in significant numbers. These immigrants and refugees moved into an area just to the north and east of the downtown high rises and hotels, not very far from the U.S.'s busiest harbors and within short distance of the main headquarters building of the California State University system. By the late 1980s, the community of more than 40,000 people was the largest Cambodian settlement in the world outside Southeast Asia and made up more than 10 percent of the city's population. Young Cambodians continued to enroll at CSULB and sustained an active student association. In 1989/90 Cambodian attendance at the university totaled some two hundred.

As the developing community began to organize itself and to become knowledgeable about the workings of American society, cultural and social organizations to help newcomers and others in need of assistance were formed, one an outgrowth of the original CSULB Cambodian Student Association.[2] These organizations, prompted by a cadre of individuals educated in Cambodia, in France, and increasingly in the U.S., sought opportunities to preserve and extend knowledge about their country and its culture. With an estimated 1.5 to 3 million Cambodians killed between 1975 and 1980 (out of a total population of some 7.5 million), and with the decade-long domination of their country by the Vietnamese, there was genuine concern among surviving intellectuals and the educated that the Khmer race would become extinct.
CSULB began to notice this growing population at its doorstep and the Cambodians among its student body. Researchers, particularly

those in the social and behavioral sciences, turned their attention to the schools, community centers, and homes of this important ethnic group. Cambodian leaders suggested to university faculty that cooperative efforts aimed at fostering a more significant Cambodian element in the academic program of the university be undertaken, and the result was the formation of task groups charged with exploring possibilities for course development, funding procurement, and related matters. Among the groups established was one on archives, which was defined broadly to encompass all types of research and learning materials, both primary and secondary, on the people, culture, and history of Cambodia.

Chairing the archives task force was a faculty member who coordinated the university's oral history program and who had become interested in Cambodia as a result of student interviews with local immigrant families. Having worked with the university library in the building of important collections of oral histories of the area, she invited the participation of the library director in task force discussions and arranged meetings with other faculty members, Cambodian community members, and students. The development of a good collection of materials on Cambodia was immediately of interest to the library. As do all of the libraries at CSU institutions, the CSULB library primarily supports teaching and learning; it is not intended to be a research library in the sense of those at universities with doctoral programs. While the size of the library collection at CSULB is significant—with more than 1,000,000 volumes, it surpasses in number those at many doctorate-granting institutions—generally, breadth rather than depth or comprehensiveness of coverage is sought. Nevertheless, the library had built important archival and research level holdings of local and regional interest and Cambodia appeared to be an appropriate subject emphasis, one justifying an exception to normal collecting practice. Investigation of library holdings nationwide reinforced a decision that special attention should be given to the gathering of such materials. With the exception of Cornell University, it appeared that no research library in the U.S. was attempting to gather everything available about Cambodia. Major collections supporting Southeast Asian centers exist at a number of universities across the country, but the difficulty of identifying and acquiring Cambodian materials during the chaotic decades of war, repression, and occupation, coupled with greater interest in Vietnam on the part of American universities, has resulted in relatively small and uneven holdings on Cambodia at most institutions of higher education. Even Cornell, with its major Echols Collection on Southeast Asia and strong efforts to obtain all it could find about Cambodia, sometimes has had to resort to extraordinary arrangements to acquire items.

Following the decision to proceed with the building of a Cambodian collection, a librarian was assigned the task of assessing current holdings and of developing a plan to pursue additional acquisitions. Among her first tasks was preparation of a collecting statement (see Appendix), which was accomplished with the assistance of subject specialists and the library's collections development coordinator. The library then began to buy titles that were available in print and to contact Cambodian agencies identified by community members as having newsletters and other publications. Letters were written to libraries with Southeast Asian holdings; bookstores specializing in Southeast Asian materials were visited; and slowly the beginnings of a collection took shape. Most helpful was the response of library staff at Cornell who provided duplicate copies of materials and information about bibliographic developments in Cambodia. Cornell's Southeast Asian catalog is a major reference source invaluable in the effort to identify and acquire books and journals on Cambodia. Conversations with the Southeast Asian bibliographer responsible for building Cornell's collection in this area resulted in promises of additional materials and assistance.

In January of 1989, a conference marking the tenth anniversary of the occupation of Cambodia by the Vietnamese was held at CSULB, jointly sponsored by the university and a number of Cambodian organizations. It attracted scholars and interested parties from throughout the United States and from abroad and

included the participation of the chairman of the U.S. House of Representatives Subcommittee on Asian and Pacific Affairs and the Deputy Assistant to the President of the United States for Public Liaison. The gathering afforded an opportunity to publicize the library's intent to build a comprehensive Cambodian collection and to bring before a knowledgeable and interested audience a request for assistance in doing so. A letter from the library director, along with the aforementioned collections policy statement, was provided to each of the conference attendees. It was distributed, as well, at an exhibition of Cambodian materials which the library staffed as part of the event. A number of participants expressed interest in the library's efforts and promised support in the form of donations and advice. In addition, individuals unable to attend the conference learned of the library's plans through the letter and, as a result, they contributed printed works.

In pursuing the development of this specialized collection, the university has been cognizant of efforts by the Long Beach Public Library and Information Center to provide reading materials and services to Cambodian clientele. Beginning in the early 1980s, in response to the growing population of Cambodians in the city, the public library began a concerted effort to acquire fiction and folktale literature in Khmer. Its present collection consists of approximately 400 volumes representing 75 titles and is everything public library personnel have been able to identify and acquire. In 1989 the Long Beach Public Library received funding from the California State Library, under its community library service grants program, to pursue other avenues of acquisition and means of meeting Cambodian community needs. Among the services offered through this project is assistance to Cambodian youth with their homework assignments at a branch library facility located in the area where most of them live. The university and public libraries are exploring arrangements which would assure complementary rather than duplicative collections and other resources. Among the possibilities is mutual use of a Cambodian library clerk to help with cataloging of items acquired by the two libraries.

The university plans to make available a workshop in Cambodian history, culture, and immigration and will consider expansion of its offerings as demand warrants. Responding to this development, the library is compiling an annotated bibliography of its holdings on Cambodia and continues its monitoring of available publications and audiovisual materials. In addition, it is accumulating a growing file of pamphlets, clippings, and other ephemeral material that will be of use to students, scholars, and other researchers.

In an interesting parallel development, the newly established CSULB University Press will have as one of its early publications a collection of photographs of Cambodian children from the refugee camp known as Site II on the Thai/Cambodia border. The volume, with a tentative title of "Children of Site II," is the work of a CSULB graduate and *Los Angeles Times* photojournalist.
Building a specialized collection of this type occurs not without problems. Among them are limited resources, language barriers, and the difficulty of obtaining the materials themselves. Libraries nationwide have experienced declines in purchasing power as inflationary trends in the publishing industry have outstripped growth in acquisition budgets. Finding monies to start up entirely new collections is not easily accomplished. True collecting comprehensiveness for scholarship and research on Cambodia demands that materials be obtained not only in English and in French but, obviously, in Khmer as well. Few research libraries, let alone those of the minimally staffed CSU, can afford to employ bibliographic specialists with skills in relatively esoteric languages such as Khmer. Even with such skills, identifying and obtaining items published in Cambodia is time consuming and complex. An oral tradition, coupled with the anti-intellectual excesses of the Khmer Rouge resulting in the loss of a great deal of the written record which had existed in Cambodia, makes for daunting bibliographic and acquisition tasks.

Another problematic issue is the extent to which a library should pursue development of scholarly and research materials for an academic program that is, at most, in a beginning stage at an

True collecting comprehensiveness for scholarship and research on Cambodia demands that materials be obtained not only in English and in French but, obviously, in Khmer as well.

institution with primarily a teaching mission. The presence and interest of the Cambodian population and the value of such a research collection in Long Beach notwithstanding, should a library supporting a largely undergraduate student body pursue such a specialized scholarly collection in the face of diminishing resources and demonstrable need in other areas?

The CSULB library is attempting to address these issues by consulting with faculty and administrators; by cooperating with scholars and subject specialists at major research institutions such as Cornell, the University of California, Los Angeles, and the University of California, Berkeley; by coordinating efforts with local agencies, most notably the public library; and by contacting community and student groups and others interested in Cambodia who might assist. The library will continue the acquisition of Cambodian related materials in all formats as actively as resources permit. In consultation with faculty members conducting course preparation, librarians will seek to identify and obtain publications and other learning resources supportive of planned and potential classes on Cambodia and its culture. It will keep before Cambodian community members the seriousness of the university's interest and will solicit assistance and contributions. Preparation of orientation materials in Khmer, including development of an audiotape on library collections, facilities, and services is under consideration. Bibliographies of materials for study and research relating to Cambodia and specific disciplines will be made available, and the university and the library will sponsor and participate in conferences, lectures, and special events promoting knowledge and understanding of a unique people.

California State University, Long Beach has an unparalleled opportunity to contribute to a body of knowledge about Cambodia, Cambodians, and Cambodian-Americans, to become a center of information on the country and its culture, and to forge meaningful connections with an important part of the community it serves. Through a commitment to the building of a special library collection, the university is responding to that opportunity. ■

References

[1] Shaw, Scott. (1989). *Cambodian Refugees in Long Beach: The Definitive Study.* Hermosa Beach: Buddha Rose Publications: 15.

[2] Ibid.

Appendix

Cambodian Materials Collecting Guidelines

I. Purpose

Recognizing that both the university and the Long Beach area have become home to significant numbers of students and community members of Cambodian origin, the California State University, Long Beach Library will promote the establishment of book, serial, and nonprint collections from and dealing with Cambodia on an unusually broad scale to promote and support faculty and student research in this area.

II. Collection Guidelines

A. **Content**. Culture, history, geography, sociology, art and architecture, politics and government, language, literature, and other areas of significance on Cambodia and Cambodians, and the contributions of Cambodians to United States culture.

B. **Language**. All languages; emphasis on materials in English, but materials in French and Khmer will be collected as well.

C. **Format**. Books, periodicals, monographic series, reference materials, microforms, videos, films, slides, audiocassettes, art reproductions, and pamphlets.

D. **Collecting Level**. Research level. Depending upon the availability of library materials funds and outside support, full support for both graduate and undergraduate research in the area will be provided. Provision will be made specifically for reference materials, foreign language titles within the requisite curriculum level, collected editions, and a wide selection of specialized monographs and serials.

E. **Treatment**. Items will be placed into either the general collection or into special collections and will be cataloged. The disposition of materials and the level of cataloguing will be recommended by the Asian studies bibliographer in consultation with others as appropriate.

F. **Access**. The collection will be available to the campus, to other scholars, and to community members for study and research.

G. **Support.** Basic support for developing the collection will be provided by augmentation to the Asian studies faculty/library development fund; additional support through gifts of money and materials is anticipated and will be sought.

Internationalizing the Business School: A Business Policy Approach

Edwin C. Duerr

The Need for Internationalization

Internationalization of business school curricula, teaching, and approaches is not simply a desirable objective, it is a necessity. Virtually every business school graduate, whether joining a private or governmental organization or working for herself/himself, will be concerned with international competition and transactions. Both large and small domestic companies find themselves competing with imports, selling and buying overseas, forming joint ventures, or all of these. Federal, state, and local governments are concerned with foreign investment in the economy, access of local products to markets overseas, attracting international visitors, or a mix of these.

While internationalization requires understanding of the laws, institutions, and practices in other countries, that is far from enough. It also requires an understanding of the values, attitudes, and beliefs of those with whom one interacts. Thus, it is necessary to study and understand the multicultural and cross-cultural factors which influence the behavior of workers, managers, customers, and suppliers.

Such cross-cultural knowledge of human behavior is also vital in the present multicultural domestic American environment. The U.S. society and economy have benefited greatly over the years from the vitality, talents, and viewpoints of our many immigrants, visitors, and temporary residents from foreign countries. The newer arrivals have brought with them varied tastes, beliefs, objectives, and motivations which are now overlaid on the already varied cultures of the diverse ethnic groups that have been here for generations. Working with individuals from these varied backgrounds is a necessary part of contemporary America.

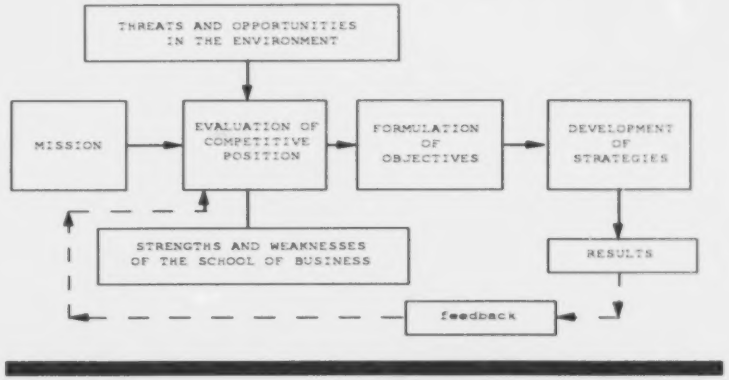
Any business school graduate who is not prepared to work effectively with individuals and groups who have differing values,

attitudes, and preferences is simply not equipped to function well in today's businesses, governmental bodies, and society at large. The need to be able to understand and evaluate one's own assumptions and values, as well as to recognize the legitimacy and viability of other value systems, is critical. Imparting this required understanding is as much a part of international business as is providing knowledge on the political, legal, and economic requirements of trans-national activities.

Any school of business which does not internationalize its curriculum and teaching will fail to fulfill key mission elements of providing the best possible education to its students and serving the community.

A Business Policy Approach

Recognizing the need for increased internationalization, the School of Business at San Francisco State University has taken what may be viewed as a business policy approach. One appropriate model for such an approach, shown in Figure 1, includes the following steps:



- evaluating the organization's competitive position considering: its mission (reason for being), its strengths and weaknesses, and the threats and opportunities in the environment;
- developing objectives to best exploit its competitive position;
- developing strategies for attaining these objectives; and
- evaluating results to determine where adjustments should be made in mission, objectives, and strategies. [1]

The need for internationalization has affected every element in the model. As our efforts in internationalization are progressing, we are evaluating the outcomes and using the information in a feedback loop to adjust objectives and strategies. [2]

Mission Statement

San Francisco State University "is dedicated to providing the best possible education for its undergraduate and graduate students; to contributing to knowledge and the solution of problems through its research; and to serving the people of California and the nation." [3] The reality of today's world is that the best possible education must include substantial cross-cultural and international components. Similarly, every objective of the School of Business—in teaching, research, and service to the business and broader communities—now must incorporate international and cross-cultural components.

Threats and Opportunities in the Environment

The *threat* in the environment is clear: Any school of business which does not internationalize its curriculum and teaching will fail to fulfill key mission elements of providing the best possible education to its students and serving the community.

The *opportunity* is also clear: The schools of business which respond most quickly and effectively in internationalizing their curriculum, teaching, and faculty will benefit the most from improved reputations, increased opportunities for their graduates, an increased number of applications from potential students, improved relations with companies, increased support, and greater opportunities for their faculties.

Strengths and Weaknesses of the Organization

Key strengths of the School of Business at San Francisco State University are: the long involvement of the school and the university in international activities; its location in an international financial and business hub; and the high level of interest in internationalization among a number of faculty and administrators.

The school has offered degree concentrations in international business at both the graduate and undergraduate levels for over 30 years, making its offerings in this field among the oldest in the U.S. It did have a separate department of international business for many years and has recently reinstituted that department. Individual faculty members have been involved in research, project work, and teaching overseas for many years.

The advantage of location in San Francisco has been exploited. Local, national, international, and overseas-based businesses, and government officials from various countries, have been invited to participate in seminars, conferences, and training programs. They have also provided badly needed support for specific programs.

The commitment of the dean of the School of Business, Arthur Cunningham, has been a particular strength. He has given strong support to the effort through promoting curricular and organizational changes, through supporting the development of internationally oriented institutes, through encouraging faculty and student exchange programs, through encouraging faculty to pursue temporary teaching and research positions overseas, through facilitating the bringing to campus of visiting professors, through supporting student associations and publications focusing on international topics, and through recognizing faculty efforts.

Nothing else would have mattered, however, without the few faculty members dedicated to increasing international activities. The university and school simply do not have the resources to pay the faculty for most of the time and effort required for developing international contacts and programs—or even to reimburse all of their expenses in travel, hosting of visitors, etc. The faculty members must be willing to make the extra efforts out of conviction to the value to students, faculty, school, and university. San Francisco State University has been extraordinarily fortunate in having faculty members willing to devote both their time and money.

Key weaknesses of the school include: a lack of substantial state and outside funding like that available to neighboring institutions such as Stanford and the University of California, Berkeley, which enables them to send faculty and students overseas on study assignments; and a lack of international experience/knowledge/interest on the part of some faculty.

The institution must capitalize on its strengths and minimize the effects of its weaknesses in developing detailed objectives and strategies. Further, the objectives chosen should be achievable in view of these strengths and weaknesses.

Objectives

The SFSU School of Business has several specific objectives in its internationalization efforts:

- ensure that all students receive basic course work in international and cross-cultural areas;
- provide advanced study in international business to those students with special interests in the field;
- increase the number of overseas study opportunities for our students, and increase the number of international students coming to our campus on exchange programs;
- increase the amount of interaction among students from various countries who are on our campus;
- provide increased research, conference, and publication opportunities for students;

The faculty members must be willing to make the extra efforts out of conviction to the value to students, faculty, school, and university.

- increase faculty interest in, knowledge of, experience with, and research on international and cross-cultural topics;
- increase interactions with and service to the international business and political communities.

Strategies for Attaining Objectives

Internationalization does require a major commitment and effort. Having good intentions, good ideas, and opportunities means nothing unless you have: (1) a dean who will support the effort with words, encouragement, and what financial support is possible; and (2) faculty members who are willing to devote the necessary time and effort.

Table 1 provides an outline of the strategies followed and actions taken in our internationalization efforts. These are discussed in more detail in this section of the paper.

Internationalizing the Curriculum.

Efforts to internationalize the curriculum have gone through several stages. International business concentrations and international business elective courses were introduced many years ago and served to prepare some students for internationally oriented careers, while somewhat raising the awareness of all business majors. Beginning in the late 1960s, some individual faculty members introduced relevant international material into selected undergraduate core courses, such as providing a section on

Table 1

Actions Taken in Internationalizing the Business School

Curriculum
- *Requiring international coverage in appropriate core courses*
- *Requiring a core course in international business*
- *Introducing (additional) international business courses*

Faculty
- *Developing faculty exchange opportunities*
- *Encouraging faculty participation in international activities and research*
- *Hiring visiting faculty from other countries*

Students
- *Publicizing opportunities for international study and employment*
- *Encouraging and supporting student international activities*
- *Developing appropriate additional student exchanges*
- *Attracting a wide range of international students*

Organization
- *Developing international institutes*
- *Creating a separate department of international business*

comparative management in the introductory management and organizational behavior course. This was subsequently institutionalized by including international and cross-cultural material in the standard descriptions for the courses.

In the late 1970s, a broad-based effort to internationalize the curriculum was undertaken with a requirement that international material be included in a wide range of core courses at both the undergraduate and graduate levels. This was a step in the right direction but did not completely solve the problem. Though it is recognized that a number of universities prefer this approach, the effort was less than completely successful at the undergraduate level at San Francisco State. Too many of the faculty members had little knowledge of or interest in the international dimensions. While it might be argued that such faculty should not be assigned to the core courses in management, marketing, political/social/legal environment, or even production management, this was not feasible. (At the graduate level, faculty selection did not present as big a problem and the integration of international dimensions in core courses has worked more effectively.)

Now, at the undergraduate level, a separate core course in international business has been introduced into the curriculum. The emphasis on international coverage within the functional area courses is not being diminished, however. It is expected that the provision of the basic coverage at the core level will allow more advanced coverage in appropriate advanced functional area courses—assigned to the more internationally minded faculty. (As an example, the specialist in international marketing no longer has to be assigned to the core marketing course to ensure that there is international coverage there. Instead, she or he can be assigned to more advanced courses where her or his talent may be more effectively used.)

On the graduate level, additional advanced internationally oriented courses have been introduced to standard international marketing, international finance, international transportation, etc. (Examples include a second international finance course; courses in international negotiations; Japan in international competition; European business environment.) Some additional courses have been added at the undergraduate level also.

Expanding student study and faculty teaching opportunities. Under the CSU system authorization for individual campus presidents to approve student and faculty exchanges, the School of Business has negotiated programs with universities in Canada, Denmark, Japan, Korea, Spain, Sweden, Thailand, and the United Kingdom. Additional programs are being developed. The support of the university president, Dr. Robert Corrigan, has obviously been critical in this endeavor.

A unique opportunity for our faculty and students became available when we were asked to assist in the development of a new business school in the north of Spain. Under the program that we designed, graduates of the Asturias Business School will receive a truly international education, taking some courses in Spanish and some in English, and spending three of their eight semesters on campus at San Francisco State University. We will benefit by their presence, by the opportunity to send both business and other faculty to teach in Spain, and by being able to send our own undergraduate students there.

With the encouragement of the dean of the school, both SFSU students and faculty have participated in The Semester in London Program as well as in international exchanges. Individual faculty members also have developed and conducted other overseas study courses for our students.

Individual professors have arranged programs under which students from several nations attend special courses at our School of Business, have conducted research and developed cooperative programs with universities overseas, have taught academic and business groups abroad, and have expanded international business contacts for the school. Other faculty members host visiting

A key factor in an internationalization effort is encouraging the faculty. Where possible, this should include administrative time for undertaking major projects and whatever funding support is possible for appropriate activities.

scholars from around the world. In a number of cases, faculty members have expended their own funds, as well as their time, when state funds were not available, in order to bring these programs into being.

Expanding other opportunities. Substantial efforts have been made to increase the international awareness and knowledge of our students who cannot travel abroad. To complement our already diverse regular School of Business faculty (including individuals originally from Australia, Canada, China, France, Germany, India, Iran, Japan, Korea, Mexico, Pakistan, and elsewhere), we recently have brought in visiting professors from the Soviet Union and Poland. While expensive in terms of money, faculty time, and administrative effort, visiting professors provide useful publicity and an enhanced reputation for the school, as well as increased learning opportunities for students and faculty.

The *SFSU School of Business Journal*, featuring articles by business persons and by faculty members from San Francisco State and other universities, has published several special issues on international topics. This serves to highlight our international emphasis to the business community, other universities, and the students.

Through the institutes, discussed on this and the following page, and through the direct support of the dean, the school has provided opportunities for students to attend professional conferences, to publish a professional student journal which is distributed widely, to meet more students from other countries, and to attend business conferences.

Encouragement of faculty. A key factor in an internationalization effort is encouraging the faculty. Where possible, this should include administrative time for undertaking major projects and whatever funding support is possible for appropriate activities. Full recognition of the contributions made by faculty members in these activities is very important. In addition to words of appreciation, comments on international activities carried out should be specifically noted in retention/tenure/promotion letters along with other statements about professional development, teaching, and service. Where appropriate, departments may even include international activities as part of the guidelines for hiring, retention, tenure, and promotion.

Organizational changes included creating a separate Department of International Business, Maritime and Aerospace Commerce. This served to:

- provide higher program visibility among prospective students;
- provide higher visibility to the organizations that can provide support and hire graduates;
- provide better control over faculty hiring, retention, and promotion activities; and
- provide better control over course development and class scheduling.

International institutes. Another key factor in internationalization has been the development of seven institutes designed to promote research and interactions with the business, academic, and governmental communities. These include the U.S.-Canada Business Institute, U.S.-China Business Institute, U.S.-Europe Business Institute, U.S.-Japan Institute, U.S.-Korea Business Institute, U.S.-Soviet Business Institute, and the Center for Maritime and Aerospace Commerce.

The oldest and most active of these six entities is the U.S.-Japan Institute. Originally started by President S.I. Hayakawa in 1972 in another school of the university, it experienced problems in obtaining adequate funding for its programs. The School of Business assumed responsibility for the institute in 1979.

The institute is directed by a faculty member who has degrees from both Japanese and American universities, has been active in assisting various international student programs since 1964, and

had helped in obtaining the initial funding for the institute in 1972. With the support of the dean and the department chair, she put on an annual series of seminars for the business community, sponsored talks for the student and business communities by well-known American and Japanese businesspersons and government officials, handled a program providing a semester's study in Japan for graduate students, and hosted business, faculty, and student groups from Japan.

Close cooperation with governmental, business, and civic groups in both the U.S. and Japan, and many personal contacts raised the visibility and reputation of the institute. The increased level of activities made feasible a fund-raising drive by the dean which drew support from businesses in Japan and the U.S. The contributions enabled the institute to become self-supporting.

The activities of the institute have been expanded to include conducting a semester-long training program on campus for Japanese business executives as well as short courses for Japanese businesspersons, providing scholarships for San Francisco State students to study in Japan, and sponsoring faculty research and attendance at professional meetings. The director also helped organize, and serves as faculty advisor to, the Japan-U.S. Business Students Association (JUBSA). This organization, with over 60 members, sponsors social and professional meetings and encourages graduate student research and publication. Their semi-annual publication, *The JUBSA Journal*, partially financed by the institute, has received favorable comments from university personnel and businesspersons in the U.S. and Japan.

The U.S.-Soviet Business Institute has hosted groups of senior Soviet administrative officials, Academy of Sciences delegates, and managers for conferences, business meetings, and industrial visits; taken student groups, consultants, and business groups to the Soviet Union; conducted U.S.-Soviet PC Market Conferences in San Francisco; arranged to have professor Leonid I. Evenko, director of the Institute of Management Studies of the USSR Academy of Sciences, as a visiting professor; and sponsored lectures and seminars by a number of experts on the Soviet Union.

The other institutes have also been very active in sponsoring similar activities. While each institute has received seed money and administrative time support from the School of Business, the objective is to have each of them become self-supporting.

For the Future

The School of Business at San Francisco State University has made great progress in its internationalization efforts, but much still needs to be done. We have learned that there are several critical elements in making an internationalization effort a success. The first is support by the dean: clear statements of support for internationalization efforts; encouragement and support for faculty efforts; and resource allocations for funding of international activities, teaching load adjustments, providing assignments for visiting international faculty, and the development of internationally oriented institutes and student organizations.

Another critical element is the willingness to invest a great deal of time and patience in developing relationships. Most peoples of the world place much more emphasis on getting to know potential partners and on personal relationships than do many Americans. Frequent changes in representatives are viewed with concern; perceived attempts to move too fast are viewed with suspicion; lack of sensitivity to customs, mores, and approaches of potential partners or contributors can prevent otherwise mutually beneficial agreements.

Another critical element is the willingness to invest a great deal of time and patience in developing relationships.

An excellent time to develop long-term relationships is when other institutions need assistance. If one is willing to sacrifice short-term reciprocity, it is possible to develop strong long-range programs.

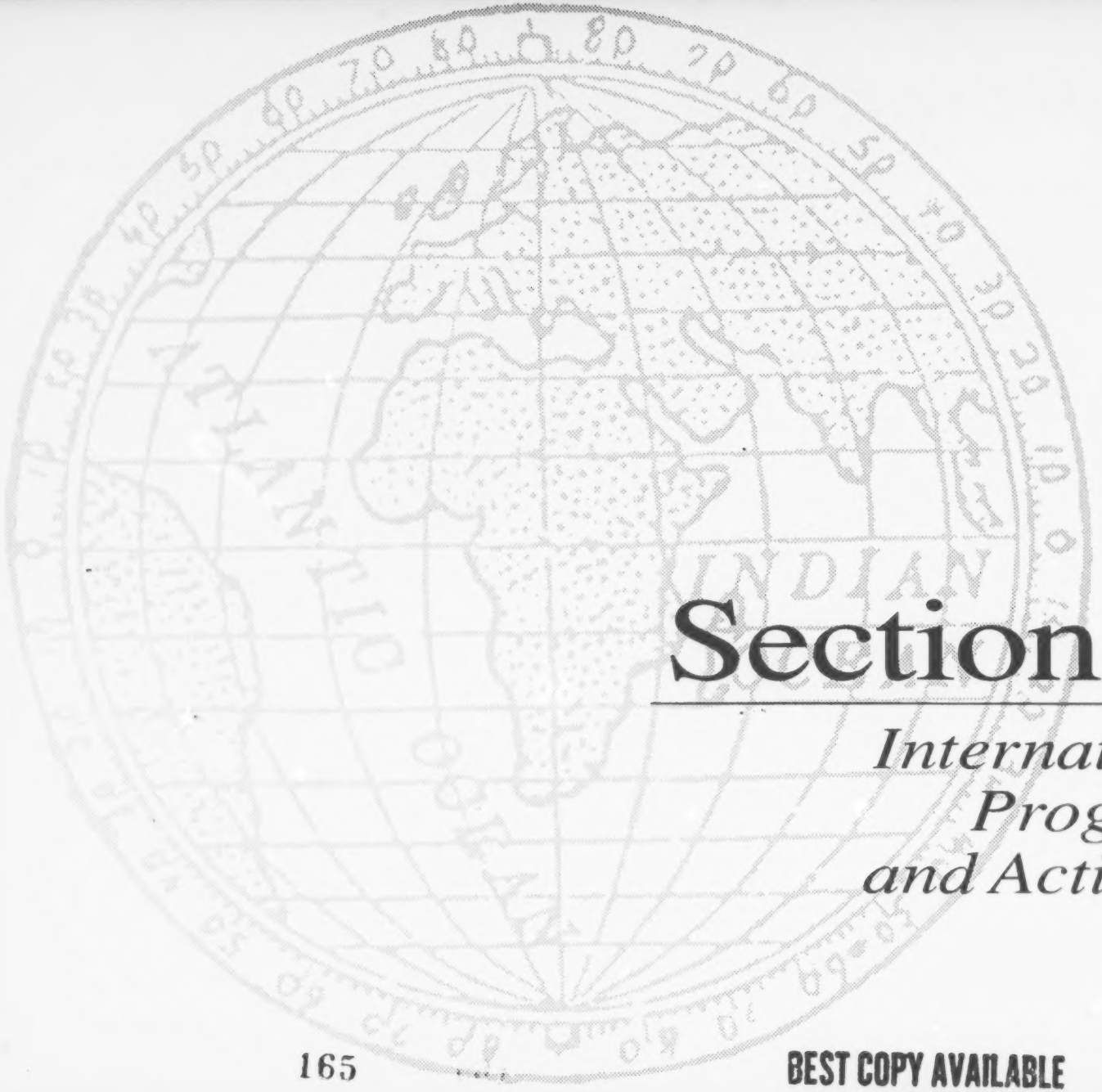
International activities in learning, teaching, and research are valuable goals in their own right. They contribute both to knowledge and to the reputations of the individuals and institutions involved. We have been fortunate in being able to develop a strong initial effort in this direction. Many of our students already have, or are developing, a broad international perspective. Perhaps the greatest challenge we face is developing greater international interest and knowledge in a broader spectrum of our faculty. ■

Endnotes

[1] A number of business strategy models have been developed by Michael Porter (*Competitive Strategy: Techniques for Analyzing Industries and Competitors*, New York: Free Press, 1980; and several other books, including a recent one on international competition) and are widely used in management, marketing, and business policy texts.

[2] Use of this model is not meant to imply that we have always consciously followed such an approach in internationalizing, but rather that it facilitates an understanding of the process and can serve as a model for those who are not as far along in the effort.

[3] *San Francisco State University 1989-90 Bulletin*, p. 28.



Section III

International Programs and Activities

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Diplomatic Symposium: Linking the Classroom with the Diplomatic Corps

Mukund G. Untawale

In the international relations program at San Francisco State University, I have designed and offered an innovative, and rather unique[1], course each semester since the fall of 1972. The idea underlining this course was that we had a sizable diplomatic presence in the Bay Area as well as a long-established program in international relations, and that bringing together the diplomats and the students would contribute significantly to the learning of the students of international relations.

The course design has consistently involved a sustained, semester-long interaction, once a week, between the students and the diplomats in a course which, after some experimentation with the name, came to be titled IR 410: Diplomatic Symposium.

In the fall and spring semesters of each academic year, it brings the consuls general, or their designees, into the classroom for an *informal* interaction between the students and the diplomats. The course has been organized around the participatory concept of "country teams"—comprised of 2-5 students each (depending upon the class size)—briefing the class regarding the domestic/international contexts of, or salient issues in, the foreign policy of a given nation whose diplomat is scheduled to be in the class. The members of the country teams are encouraged to take responsibility for deciding upon the topic of their own brief, in consultations with other members of the country team. They can, if need be, also consult with the instructor with regard to the relevance or significance of the topic they have chosen. The student brief precedes the talk by the diplomat. Following the brief, the country team members field questions from their peers in the class, who anonymously evaluate the briefing performance of each member of the country team according to an explicit set of criteria. The student peers are urged to provide constructive comments to help the person being evaluated improve his/her performance. Although this feedback does not carry grade value, it encourages the students to improve their conceptual/analytical as well as presentational skills.

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In this course, there is no lecturing by the instructor. For a few minutes at the start of each class meeting, the students are invited to provide their observations or reflections with regard to major international events unfolding on the world scene. The instructor seeks to avoid becoming the answerer of every query, in order to facilitate student self-expression on international matters. Here, as in the briefing and peer group questioning period, his role is limited to offering corrective footnotes to student information or analysis only when needed.

The diplomats appear in the class about midway through the session, after the class has had a short break. They follow differing styles in their talks, some preferring to go directly into a question-answer session. Following the diplomat's talk, there is an extended question-answer period during which the diplomat addresses the questions raised. Here the role of the instructor becomes that of being a moderator—not so much in terms of the intellectual aspects of the activity as in the emotional ones. Despite the effort by the instructor to inculcate a responsible yet critical academic stance among the students, given the subject matter, on occasion the discussion does generate some "heat" along with the "light."

The symposium is purposely structured to be rather informal (most diplomats address the class while sitting down, and podiums are deliberately avoided or set aside) so as to bring out the more intellectual and sincere responses from the diplomats and, thus, facilitate meaningful communication between the students and the diplomats. The informal atmosphere in the symposium allows for occasional personal comments or reflections by the diplomat, besides his/her efforts to answer the questions posed, thus facilitating exchange of ideas. Female diplomats provide significant role models for the female students in the class.

Over the years, the students in the symposium have come primarily from international relations and secondarily from political science. Occasionally there are students from history, journalism, business, humanities, social science, and, rarely, someone even from engineering. Most have tended to be seniors in international relations; however, a few graduate students pursuing their M.A.s in international relations also take the course. Most of the students have been in their twenties. Many take the course twice—the permissible limit—with a different array of countries being represented during the course the second time around. Most of the students work at least part time.

Many of the more than 50 or so consuls general in San Francisco have tended to be senior foreign service officers (a few are honorary consuls general and, hence, not members of that nation's foreign service); and some of them have either already achieved the ambassadorial rank or are promoted to that rank at the end of their tour of duty in San Francisco. A number of them are also likely to have been in their country's delegation at the United Nations or in other regional organizations, such as the European Community. All of the above is a reflection on the significance of the posting in San Francisco. Thus, the San Francisco-based diplomats, although functioning at the consulate general level, are, on the whole, not only competent to explicate their nation's foreign policy but are also representative of their nation's style of diplomacy as well as its capability/willingness to help resolve critical global problems. This assumption, made by this author in the early 70s, has been borne out in offering this symposium.

The experience of offering this course over almost two decades has led me to appreciate the contributions by the student-diplomat interaction to students' intellectual maturity and growth. Some students still harbor the more romantic notions about diplomacy when they enroll in this course. Gradually, such notions give way to a more realistic understanding of the role of diplomats and diplomacy in the contemporary world—especially in its conflict-resolution function generally, but also in the more mundane areas such as international trade and economy.

Coupling this *experiential* learning with student responsibility for the briefs and aspects of "independent study"[2] (there is an in-class

examination based on the required reading and a substantive research paper that has to be written by each student on a topic worked out by the student in consultations with the instructor) provides students with a "real life" dimension to their topics. The peer group evaluations and comments serve to promote cooperative learning.

The diplomats have also repeatedly expressed their satisfaction with this "challenging opportunity" to answer sometimes quite difficult questions in a forthright manner within an academic setting. Most of them are university graduates who understand the critical role of the academy. Furthermore, the academic environment brings out their own intellectual curiosity and efforts. Many go well beyond the official line in trying to explain their nation's policy; and those representing more open systems frequently proceed to distinguish their own personal analyses from the official positions. The diplomats willingly grant interviews to the students and offer the use of materials in their consulates. Although some material is identifiably propaganda, much pertaining to the basic facts supplements information available in the libraries. Some diplomats, possibly inspired by this interaction, have chosen to complete their M.A.s in international relations at our institution.

Diplomacy has undergone a dramatic transformation in the contemporary international system. But to see closely the styles of diplomacy change from rigidity and dogma to pragmatism and flexibility, especially with regard to the Socialist systems in the late 1980s, has been the stimulating experience of symposium participants as well as others from the international relations program and the university community who have attended the meetings of the symposium.

This face-to-face interaction of the students and the diplomats has stimulated critical thinking as well as provided the ability to deal with the diplomats. For some students headed for careers in business and government service, this experience may prove helpful in carrying out responsibilities that require dealing with the diplomatic corps and offices.

In terms of ascertaining the more intellectual benefits emanating from this interaction, this author conducted a comparative survey of the students in the diplomatic symposium during 1974-75 and again in 1984-85. This survey sought to gauge, *inter alia*, the understandings that students had developed regarding diplomacy and find out whether these corresponded with the scholarly consensus in the field. The following findings are culled from the results of this comparative survey.

Diplomacy has undergone a dramatic transformation in the contemporary international system.

An overwhelming number of students perceived the diplomats as "instructed" agents of their countries—a finding which accords with the consensus in the field of international relations. Likewise, they saw the diplomats "toeing the official line" *nearly always* or *frequently*. One student wrote: "The diplomats toe the official line when they have to. Many like to speak off the record; then they are quite candid." Another noted: "The student has to be aware that the diplomat is merely expressing official views, and any sort of intellectual deductions must be obtained with a clear understanding of the diplomat's role." The students also perceived declining "elitism" in the behavior of older, established nations' diplomats as well as those from the Third World—a trend likely to be confirmed by astute observers of diplomacy.

An overwhelming number of students perceived the "pragmatic style" of the older, established nations' diplomats—which finds considerable support in the literature of international relations. They viewed the already low/moderate commitment of rich nations in 1974-75 "to clean up the environment" declining to a low commitment in 1984-85. The students also perceived the prospects of being able to avoid a "global ecological crisis" and a "global war" as having been worse in 1984-85 than in 1974-75. It needs to be noted here that no American diplomat has participated in the symposium in all these years—simply because it is inconceivable that they would journey from Washington, D.C. to do so. Therefore, the

Reagan presidency was not directly involved in these responses. However, one cannot be completely sure that Reagan's policies, and their international repercussions, were not in the minds of the respondents in the 1984-85 survey. As to whether one can gain valuable insights through interaction with diplomats, a very large to overwhelming majority of students answered "yes."

Since this survey was administered, we have come to know much more about the lamentable state of undergraduate education in international relations in America. As one teacher puts it, a student can "graduate from most colleges and universities in the country and know nothing about international relations. Students are woefully ignorant of world geography, recent world history, the importance of international economics in our daily lives, the circumstances in which the rest of the world lives, and how to communicate in another language" (Hammond, 1989, p.1). A survey by the National Geographic Society in 1988 revealed that one in seven Americans could not even find the United States on a world map! (see *New York Times, July* 28, 1988, p. A16). In the words of an academic publisher, "In a country whose influence is global, millions of people display indifference to, and ignorance of, events beyond our borders" (Gilbert, 1989, p.1).

Over the years that I have offered this course, I have received most favorable comments from the students as well as the diplomats regarding the value of this endeavor. The diplomatic community in San Francisco has come to deem the course as an established forum. Despite the vicissitudes of world politics, and the ramifications for the diplomats from certain nations—which include threats to their safety—they have consistently maintained their participation in the symposium. The students have come to see it as a unique and enriching experience where, through virtual osmosis, as well as disciplined academic inquiry, they learn about the reality and hopes of national entities at the international level. For this writer, each session of the class is simultaneously a learning and stimulating experience.

All its virtues notwithstanding, there is a limitation that applies to being able to provide this kind of a learning experience to the students. There has to be a fairly large diplomatic community near the campus. Given the budgetary crunches that nations rich and poor have been facing, it is extremely difficult, if not impossible, to have a diplomat travel long distances to participate in an effort like this on a sustained basis. Furthermore, the changing interests of nations and international trading patterns bring about changes in the diplomatic representations at this level as well. The shift of business from northern to southern California for some nations has meant their having had to shift their consulates from San Francisco to Los Angeles. However, the size of the diplomatic corps in San Francisco still remains very large. It may well be that campuses in southern California, as elsewhere in the nation and beyond, wherever there is a sizable diplomatic presence, could benefit from this experience. Wherever it can be offered, it is likely to be of immense significance in enlightening and enriching the students. ■

Notes

1. To my knowledge, the only other universities where diplomats have been involved in considerable interaction with the students, but not in a manner identical to this diplomatic symposium, are the American University and George Washington University, in Washington, D.C.

2. The class has used the well-established textbook edited by Roy C. Macridis through its many editions and combined it with other works on diplomacy and international relations.

3. I am most thankful to Professor Herbert McClosky (now *emeritus*) of the political science department, University of California, Berkeley, for his help in devising the questionnaire.

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A Glastnost Outreach:
The Soviet Executive Development Experience at Cal State Hayward; Thirteen Weeks of the Ultimate in Curriculum Internationalization

Sam N. Basu and Richard Zock

On November 4, 1989, fifteen engineers from different parts of the Soviet Union arrived at San Francisco Airport, after 35 hours of travel from Moscow. Their mission: to absorb as much information on the free market system and as many American business/management skills as possible during the ensuing thirteen weeks. California State University, Hayward (CSUH) had been selected as one of three U.S. universities to receive delegations of experienced Russian engineers for "Executive Development" training. Our visitors were bent on receiving maximum exposure to the skills required to operate in a competitive system poles apart from the system in which they had grown up. Their schedule had been prepared, in conformity with guidelines negotiated with and laid out by the Soviet Ministry of Aviation. The curriculum was to be a three-part offering, consisting of manufacturing plant visits, rigorous business school academics, and a phase reenforcing their "English as a Second Language" (ESL). This article will address primarily the curriculum internationalization aspects of the academic phase in finance with only passing references to the other segments of this tripartite program.

Finance had been allocated seven half-day blocks of instruction to be taught by three faculty members, selected to present this concentrated segment of the program based on their executive education and real-world experiences. This group agreed to meet frequently in preparation for what would have to be a carefully coordinated, focused set of presentations. The instructors examined what little was known about the participants and developed the following set of guidelines:

- The students would uniformly come from noncapitalist, nonmarket-oriented backgrounds.
- Our primary thrust would be geared to exposing them to what they understood least well: issues, efficiencies, and decision-making techniques in a market system.

- We would assume a high level of student interest in joint ventures.
- English language capabilities were unknown; we would presume reasonable fluency and adjust quantities of material accordingly after meeting the group.

...the challenge of two-way communication was to be a major factor for the balance of the program.

We had a reasonably complete reversal of our fourth guideline within seconds of our initial introduction to our guests; the challenge of two-way communication was to be a major factor for the balance of the program. The other assumptions were right on the mark, and they provided the setting for a rewarding two-way pedagogical experience. Our major adjustments to the revelation of major language problems consisted of shifting gears into a highly visual and math-oriented approach with some team teaching. Our students were, without exception, seemingly bright and mathematically adept. Our decision to teach with visuals and numbers produced reasonable, if not overwhelming, success. The discussion below describes briefly the nature of our experiment in curriculum internationalization. The section below outlines the background and information flow on our visitors—elements important to our perception of how to prepare for this unusual educational and cultural interchange. The third section describes the preparation phase for the finance faculty group and the fourth deals with the thirteen-week experience, specifically as it relates to meeting our objectives. The final section contains a discussion of conclusions and lessons learned as we tuned up for a hoped-for second round in CSUH's role in Peristroika. {NOTE: A second round has indeed come to pass and indications are that we will likely have many programs for visitors from the Soviet Republics.}

Background

The first hint of this Glasnost Outreach came in the summer of 1989, when the CSUH School of Business and Economics dean received a query from the Soviet Ministry of Aviation in which the school was asked for an expression of interest. The CSUH response was positive. This reply initiated correspondence between CSUH administrators and a team of Soviet officials who had been designated to visit an array of U.S. schools of business. At an introductory meeting between the parties, the Soviets outlined their thoughts on what they were looking for; and, in response, CSUH proposed a reasonably detailed program of academic modules accompanied by a block on English as a Second Language (ESL). It appeared to be just what the Soviets had in mind, and, with the addition of production-oriented plant visits, CSUH had a winning entry!

Once the university became a finalist, we had to plan and design a detailed program within a few short weeks. The Business School's Institute for Research and Business Development (IRBD), where executive programs are typically housed, was designated as the focal point. Contacts with local and regional manufacturing firms were established for plant visits. All along, we kept in close touch with our Soviet counterparts. A native Russian-speaking faculty member (since expanded to two) and our reasonably fluent IRBD director helped tremendously.

The USSR officials, as planned, undertook their tour of U.S. schools of business, many of them prestigious institutions, and then conducted a series of negotiations. The three schools emerging as selectees from this process were Northeastern University, Oklahoma City University, and CSUH. Perhaps geographical diversification was one of the Soviet goals.

The specific academic disciplines which were suggested to, and approved by, the Soviet officials included management, marketing, managerial accounting, finance, economics, strategic business policy, and production/operations management. The program was to be divided roughly into thirds, with ESL leading off, and the timing of the disciplinary offerings somewhat dependent upon when our very accommodating industry counterparts could arrange for plant visits. Planning and coordination of logistical support—housing, meals, transportation, drivers, medical care, security, and social diversions for our guests—an enormous effort by itself, while truly formidable, is not dealt with in this paper.

Backgrounds of the Participants

We were able to learn relatively little in advance about our Soviet Class of '90 except their professions, education, and age range (35-55). Knowing that engineering economics is often a staple in Western schools of engineering, we had hoped to learn whether this was also the case in Soviet Union curricula. We were not able to determine this before their arrival; however, we ultimately found there was little evidence of background in economics, at least in the American sense of the discipline. We found that most of our guests had substantial professional responsibility, with some having risen to plant managers overseeing as many as 4,000-6,000 employees. Several were involved in aircraft vehicle instrumentation. Being engineers, they were rather elevated in the Soviet system, enjoying some foreign travel and some having country dachas. Their travel, however, had been to places which didn't fit neatly into most of our pre-Glasnost mindsets, e.g., N. Korea, Cuba, the Baltic Republics, Romania, Bulgaria, and Libya. Few had any significant exposure to the West. To complicate matters further, their diversity was apparent along political and philosophical dimensions as well. At least one was a Stalinist apologist. All differed rather widely on their preconceived notions of the West. Physically, they were zestful and uniformly dedicated to regular vigorous exercise; socially, they ranged from gregarious to reticent. All indicated strong family commitment.

With respect to their foundations in finance as we understand it, the group was noteworthy because of an almost total lack. Given our perception of what constitutes finance relative to theirs, this should not have been surprising; nevertheless, it was. It should be noted that our students' stay exactly coincided with the enormous changes which overtook Eastern Europe. Poland, Czechoslovakia, Romania, and East Germany underwent their metamorphoses *during* "our" Russians' visit.

The notion of risk was a particularly unexplored territory, and, for them, the concept of cost did not carry the same connotations as it does for Westerners. Foreign also were the computational intricacies of the valuation of debt or other financial claims. The stock market, the options market, and foreign exchange held a particular fascination for them, but clarifying this bid/ask auction process was made all the more difficult given their unfamiliarity with the instruments traded. We would advise others undertaking a similar pedagogical adventure for the first time to be more insistent on learning more about the backgrounds of the participants before their arrival.

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Preparation

Given that our program was designed as a multidisciplinary one, ranging across all four departments in the School of Business (management & finance, accounting, marketing, and economics), the need for coordination was evident. Our three finance people thus met with faculty from managerial accounting, management, and economics to ensure that any overlaps we did have were by design and aimed at reenforcement. We also sought to share our various degrees of understanding of the Soviet system to promote and enhance the use of consistent and relevant examples and contrasts between the two systems.

In developing our approach, we chose—since this was basically a group of engineers—to focus on the concept of project financing to highlight the notion of project risk assessment and cost benefit analysis addressed to specific projects at the margin. This was done specifically to make the curriculum relevant for a group of engineers and technical managers.

Given this game plan, we set out to develop the skeleton of the outline for the seven half-day blocks. The final program, designed by utilizing a Japanese style consensus management process among the involved professors, can be seen on the following page.

Session	Topic	Instructor
Half Day 1	Comprehensive Overview Of Finance	A
Half Days 2 & 3	Theory and Practice of Project Evaluation	B
Half Day 4	Funding and Capital Structure Issues	C
Half Day 5	Banking and Project Financing	C
Half Day 6	International Financial Management	B
Half Day 7	Benefits of a Market-Based Financial System; "Incident"	
	Presentations by Students	A, B, C

We dedicated our first session to "A Comprehensive Overview of Finance," intending to draw out the key elements of any market and building up to the nature of financial markets specifically. For the next two sessions we laid out an eight-hour day on the "Theory and Practice of Project Evaluation," which was designed to introduce them to the heretofore unquantified element of risk—all in a project management context—in which the marginal project must be able to pass the muster of generating a return sufficiently high to overcome the risks of that project.

Session four was designed to address "Funding and Capital Structure Issues," a topic which in a centrally planned economy receives dramatically different treatment. The contrasts between the two approaches were to be highlighted.

The fifth half-day's architecture was based on the relationship between project funding via market instruments (long-term debt and equity) and project funding via the commercial bank. The block was not designed as an introduction to American commercial banking but rather to introduce the notion of financial intermediation as an alternative funding approach.

Block six was entitled "International Financial Management" and dealt, in part, with the role of commercial banks interacting in the funding process with international organizations such as the International Monetary Fund and the International Bank for Reconstruction and Development (World Bank). Again, the thrust was intended to be funding *of projects* and alternative (or combined) approaches to this issue.

Finally, in the concluding half day, we designed a team-teaching approach focusing on "The Benefits of a Market-Based Financial System." This session was also developed as a capstone segment to encourage questions on the twenty-four instructional hours which had preceded and led up to this finale. Moreover, it provided an opportunity to relate the class material to plant visits (including one to The Bank of America Corporate Headquarters in San Francisco), which had been interspersed among academics of the prior few weeks.

Throughout, the examples employed were developed to be consistent and linked so that each new scenario was not totally novel at all, but rather a new wrinkle superimposed on the scenarios developed earlier. Comparisons and contrasts with the Soviets' time-honored centrally planned approach were to be interjected at every opportunity, albeit, in a friendly, nonthreatening manner.

The Experience

Just as there are said to be many a slip between the cup and the lip, there are also risks of slips between plan and execution. We had hoped our preparation would minimize these but there was no

opportunity to field test this offering; there were just no other groups of 15 (or even 2) Russians on whom to try this program. Having practiced our "Good morning," "Thank you," and "Let's try that again" in Russian, we took our customized, focused 28-hour block to our very demanding Soviets.

By the time we met with them, we had learned from colleagues that the language problem was not trivial, but we had an array of equations—the international language—an advantage not enjoyed by our colleagues in softer disciplines. Their affinity for math notwithstanding, we found a uniform fascination with the stock market which carried over into most other things of a financial nature.

In our opening session, we first introduced the double entry accounting system (not employed in the USSR in the same manner), and quickly moved to the notion of risk. We displayed the array of risks to which one is subjected when dealing in commodity markets and used this as a platform for introducing futures markets. Then, a short step to financial markets and financial futures as the hedge against the risks of this kind of market. They had difficulty dealing with how and where one can find documentation of market-determined prices, but 15 copies of the same day's *Wall Street Journal*, earlier purloined from faculty mailboxes, helped make this clear.

As discussed previously, we had hoped to generate discussion, but we naively envisoned that discussion to be in English. It wasn't! Perhaps 10 minutes (or less) into the opening session, one of our three reasonably fluent engineers politely interrupted, then turned to the other 14 and translated the gist of the first bytes of information. This generated a torrent of questions *to the translator* who put them back into English and relayed them to the expectant faculty member. We quickly developed a new term among us: "funneled feedback." Recognizing that this consumption of time would decimate the amount of material planned, we pulled out the inventory of visuals and overhead transparencies we had at our disposal and augmented them with mathematical explanations for everything that could conceivably be quantified. It seemed to work. Despite time taken in translation, we were able to get to and through the basic message(s) we were trying to convey. These were:

- An overview of the field of finance as we see it in the U.S.
- A basic knowledge of financial analysis, leading to some ability to evaluate the financial health of an organization.
- Concepts of risk and return, along with different approaches to quantification of those elements.
- Application of the above, along with the notion of discounted cash flow techniques, to the project selection and management problems.
- A basic understanding of U.S. financial markets, along with the various instruments available there, leading to a primer on financial risk and the concept of leverage.
- An overall understanding of the broadly defined benefits of the market system.

In sessions II and III, the advance planning to employ math heavily paid large dividends. Students' mathematical capabilities enabled them to quickly make peace with risk quantification. The "funneled feedback" proved less troublesome, as they were able to simply point to a formula which required clarification and this could be promptly provided.

Session IV's focus on funding, of course, required their understanding of funding instruments (debt and equity), which in turn required an appreciation of how funding instruments are *valued*. The mathematics of valuation and students' penchants for logic made this easier to communicate to them than to average entry-level

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MBA students. Regular contrasts with centralized (Soviet) resource allocation helped immeasurably.

In Session V, graphics became the key to an understanding of the intermediation process and, from there, the commercial bank's role in project funding proved to be understandable. Periodic comparisons with the function of the Gosbank were helpful.

Faculty teaching such a group must have a wide range of academic and business capabilities to be successful.

Prior sessions had set the stage for Session VI on international financial management; however, in view of their only recently awakened appreciation for a concern with risk, the introduction of yet additional components of risk in the international arena proved somewhat difficult for students to grasp. They were convinced that a convertible ruble was the only way to go, and they appeared quite concerned that a convertible ruble, if and when introduced, received a "proper" valuation in the foreign exchange market.

The final session, on "The Benefits of a Market-Based Financial System," done in team fashion, proved to be quite successful. The motivation for the team-teaching concept came not only from our desire to provide a smoothly united finance front, covering all the common dimensions of the topic, but also because the last session was used as a comprehensive feedback and clarification session covering the entire finance program. The message about the benefits was provided through a 35-mm slide show about the process of value creation in a risky environment *. Originally designed for executive audiences in the U.S., its purpose was to communicate technical concepts in a nontechnical, managerial way. Based on student feedback, the message appeared to have reached the target.

Summary and Conclusions

In conclusion, we and our students emerged with very positive views of this unique educational episode. The CSUH program received the highest accolades and is expected to be repeated with appropriate redesign to expand the experience. From our point of view, the following observations are worth noting.

- First and foremost, the communication problems need to be addressed. This must be accomplished at both ends of the program by the Soviets and by CSUH. Failure on this key front would substantially reduce both the quantity (as we found out) and the quality (we will never know by how much) of the education process.
- Given the makeup of the group, a quantitatively oriented style in an audio/visual format is perhaps the best way to bridge the gap, at least in the "hard" disciplines.
- It was a difficult group to teach. The group seemed to be multimodal with respect to skill level, obviously in terms of English knowledge, and presumably in terms of necessary technical skills as well. Some preprogram screening may have to be done at the Soviet end to ensure somewhat greater homogeneity.
- Content-wise, we were forced to range from the very basic (e.g., a capitalist balance sheet) to quite sophisticated approaches to practical financial problems (e.g., mathematical programming approach to the investment decision). Faculty teaching such a group must have a wide range of academic and business capabilities to be successful. They also need to be fast on their feet to adapt both the style and the content of their presentations to provide an optimal fit with the audience.

Concepts of risk and contingent claims appeared to be the most difficult ones to communicate. In a society in which most of the economic parameters had been centrally controlled (such as input, output, and transfer prices), risk and uncertainty, as we understand them in market-based finance and economics, are usually alien concepts in the USSR. Indeed, one of the objectives of the central planning system has been to remove, as much as possible, such uncertainties from the level of the microenterprise. Our pedagogic challenge was, therefore, to bridge this rather formidable cultural gap in a simple way, yet communicate to them the fundamentals of

* "Value Creation" (1981). Slide Presentation. Wells Fargo Bank, Corporate Finance Department.

risk and reward—the keystone of the market-based system. In short, we were eager to do it again, having learned much from our initial experience with the Glasnost outreach. In a recent follow-on program, we did some things differently, and hopefully better, but we will continue to insist that a program of this nature must be a highly coordinated multidisciplinary effort. With this approach, we and the Soviets will have a great deal to gain from the experience with each round. Perhaps the optimal program will evolve in a few years. ■

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How to Set Up a High Quality International Study Program Quickly and Cheaply

Terry Christensen

Like other public universities across the nation, the California State Universities (CSU) have recently determined to put a new emphasis on international education, and like other public universities across the nation, the California State Universities—and most of their students—have little money. How can a new emphasis like international studies be developed without funding? Much can be done through courses already offered at most universities, but study abroad seems beyond the capacity of most.

San Jose State University (SJSU), a CSU campus with 30,000 students and 1,600 faculty members, found a way. Not only was a new international study program created with no new funding, it was done in a matter of months. The program, now entering its fifth year, has won rave reviews from student and faculty participants as well as outside evaluators.

The case for international study has been made elsewhere and often, not least by those lucky enough to have done it. The challenge for most universities is to make it happen, which is the subject of this article.

Conception

The CSU system has had an excellent international program, but San Jose State professors Marion K. Richards, Lou Lewandowski, and some of their colleagues saw problems with it. The price of the program was reasonable compared to most, but it was beyond the reach of San Jose State's working and middle-class students, the vast majority of whom hold down part-time or full-time jobs to put themselves through college. The need for such income also makes it hard for many to participate in the full-year program that CSU offers. Finally, fluency in a foreign language is required for most CSU study abroad programs, something too few students have the time or will to attain unless they are language majors.

As good as the CSU program was, the San Jose State professors thought a clientele existed for another sort of program, one that was cheaper and shorter, with no foreign language requirement. Many more students in every major would be able to participate. Coincidentally, the instigators of the San Jose State program were English professors with a special interest in immersing their literature students in the culture that gave birth to the language.

...living with families was deemed a crucial element of the cultural experience of study abroad....

In 1986, Lewandowski, then chair of the SJSU English department, heard that the CSU London Semester was to be discontinued. "If they're not going to do it," she thought, "we ought to do it ourselves." Richards agreed and wrote a proposal. Lewandowski took their idea to then-acting Academic Vice President Arlene Okerlund, previously a colleague in the English department. Okerlund, who had been unable to travel to Europe herself until she was settled into a career, leapt at the chance to give SJSU students an earlier opportunity. "If you can find a way to do it," she said, "let's see what we can come up with. It's part of our obligation to these students."

Lewandowski then made a crucial connection, solving the problem of lack of funds for on-site organizing. She began contacting private companies that had previously arranged short travel-study programs for her. The Consortium for International Education (CIE), with which Lewandowski had worked before, was enthusiastic about Richards' proposal and offered the most service at the lowest price.

In the spring of 1987, Vice President Okerlund went to Britain to study the programs of other colleges and universities. While in England, she met with an SJSU faculty member who was on leave there, drawing him into the program and giving SJSU on-site representation.

"Let's do it," Okerlund said when she got back to San Jose.

Creation

Serena Stanford, SJSU's associate academic vice president, was delegated the task, taking it up with enthusiasm. "I thought it would be a challenge to see if we could make it go," she said. "It was the first time we'd attempted anything of the kind."

Selecting the site and the faculty came next. England had been chosen because of language and accessibility as well as its literary connections. The program planners worried that England was "too close" to the U.S., Vice President Okerlund said, but concluded that it was "different enough to provide an extension of their experience beyond the pervasive provincialism of California."

The problem was picking a site in England. Okerlund had addressed the issue herself, but she had also recruited Terry Christensen, the SJSU faculty member she had met with in London, to help. Christensen, along with representatives of CIE, investigated a variety of cities, including London, Warwick, Brighton, Canterbury, Stratford, Exeter, and Norwich.

London was ruled out immediately, partly because it was judged too large and intimidating for SJSU's inexperienced travelers, but mainly because students enrolled in programs there lodged in dormitories with one another rather than staying with families. Home-stays, the agencies said, are impossible to arrange in a city of small flats and high mobility.

Since living with families was deemed a crucial element of the cultural experience of study abroad, SJSU's site selection focused on smaller cities. Proximity to London remained a consideration, however. So did finding a university town for access to cultural events and with hopes of contact with British faculty and students. Enrollment of American students in the local universities was checked, however, in hopes of finding a city with few other Americans.

The ideal combination was found in Bath, a city of 88,000 about 100 miles west of London (75 minutes by train), with a university of its own and another in nearby Bristol, few American students, abundant home-stay possibilities, and cultural events aplenty. With a history ranging from its Roman founding to the literary renaissance of the eighteenth century, Bath also offered wide-ranging teaching opportunities. CIE reinforced the choice by coming up with classroom facilities in The Paragon, an elegant Georgian terrace in the center of Bath.

As the site was being chosen, so was the faculty. SJSU determined to use its own staff because Okerlund hoped professors would be rejuvenated by living and teaching abroad and, quite simply, because no money was available for additional staffing. The program was funded by paying faculty normal salaries and enrolling students in normal San Jose State courses—which were merely being taught (far) off-campus. The disadvantage of this was lack of student exposure to British professors, but without this compromise the program would have been impossible. Guest lecturers, however, have been a partial solution.

Okerlund, Stanford, and Lewandowski put English professor Marion K. Richards in charge of faculty selection and curriculum development. All of those involved were aware that the choice of faculty involved not only academic subjects, but the will and ability to work with students in a more intimate and dependent situation. The professors needed, in addition, a broad, interdisciplinary approach to education.

Richards selected art historian Beata Panagopoulos, who, like Richards herself, was a senior faculty member who had traveled extensively, and who had taught in multidisciplinary programs. Terry Christensen, a political scientist, was invited to join the program for the same reasons and because he was then living in London and knew England well, having already helped with site selection. The mix of subjects—English, art history and politics—was expected to attract both humanities and social science students, and perhaps sophomores in other fields who were still taking required general education courses.

Another crucial decision was to teach courses straight out of the San Jose State University catalog, rather than a specially developed program. Many courses, like British politics, already had the appropriate focus; others, like Medieval art and architecture or the contemporary novel were readily adaptable. Besides these relatively advanced courses, general education classes meeting requirements for many majors were a boon for recruitment. Interdisciplinary endeavors, such as reading a political novel in both the politics and novels classes or doing an internship (political science) with a community preservation group (art history), could be developed by cooperative faculty. By offering only existing courses, the SJSU program avoided the red tape entailed in winning approval for new courses and enabled students to avoid the confusion of fitting courses taken in an international study program into the requirements of a traditional curriculum.

Using existing staffing, courses, and funding eliminated many bureaucratic difficulties, but AAVP Stanford and English chair Lewandowski still had to win the approval of various administrators in the CSU and SJSU systems, as well as appropriate deans and department chairs; most were not merely cooperative but enthusiastic. "It helped," Stanford said, "that we didn't have to sell the program to the upper administration at SJSU. They were already committed to international study, so it was just a matter of figuring out how to do it with academic integrity and available resources. The CSU director of international programs, who was enthusiastic about the content of our proposed program, was also essential. Without his guidance we wouldn't have gotten anywhere."

The program was funded by paying faculty normal salaries and enrolling students in normal San Jose State courses—which were merely being taught (far) off-campus.

Implementation

The program was fully assembled and set for launching in the spring semester of 1988, barely a year after its conception. The final package included four months in England, with air fare, room and board, and field trips to London, Canterbury, Stratford, Exeter,

Winchester, Salisbury, and York for a price of $3420. Students could choose from ten different courses in art history, political science, and English.

The next problem was recruiting the students, always difficult at big commuter campuses like San Jose State. The first announcements were made in May 1987. Although the program was still in the planning stages, Lewandowski and Richards felt it was important to let students know about its possibility far enough in advance for them to begin planning and saving. Serious recruiting started at the beginning of the fall semester. Mailings were sent to students in selected majors, dozens of classes were visited, faculty in others made announcements, the student newspaper ran three articles, and two thousand brochures were distributed. Despite the merits of the program, recruiting was hard work for the program faculty who were still carrying their normal teaching load. Two well-publicized meetings brought in many students, but more came in individually.

Aside from getting the word to students in the first place, the biggest barriers for enrollment were cost and curriculum.

Aside from getting the word to students in the first place, the biggest barriers for enrollment were cost and curriculum. Most students just couldn't afford the program, especially on four months' notice. Earlier publicity and familiarity with an ongoing program mitigated this in subsequent years, but given the economic situation of most SJSU students, cost will always be a problem.

Curriculum was a more alarming problem. "It's not in my major," they cried, to the exasperation of the liberal arts-oriented faculty. Disappointingly few students today are willing to go off the reservation to study subjects just because they are enjoyable or interesting, even as sophomores. In the end, half the students who went were English and political science majors. Among the others, however, were a daring few from a variety of majors including business, journalism, and music.

Most of the forty students were juniors and seniors. Women outnumbered men two to one, which, according to the Council for International Educational Exchange, was typical of foreign study programs, as were their humanities and social science majors. Eight students (20 percent), however, were older than average, with ages ranging from 24 to 50. This is typical of San Jose State; so is the fact that all these older students were women.

Once recruitment was completed, bureaucracy became the problem, and it only got worse when the group got to England. Registration, payment of fees, financial aid, dropping and adding courses, grades, and all of the record keeping involved in any big academic institution were the hardest part of the program, according to Lou Lewandowski, the home-campus person who got stuck with it. But again, the solution was human. Lewandowski herself patiently and personally dealt with each and every individual problem that arose. She also found nontraditional, can-do bureaucrats in both the Office of Records and Financial Aid. Like Lewandowski, these human treasures gave their personal attention to the needs of the new program and to individual student problems, expediting both and cutting through layers of red tape. They took the extra time and effort because, like everyone else involved, they wanted to make the benefits of the program available to as many students as possible.

The SJSU administrators were left behind, however, as forty students and three faculty members set forth to Bath on January 25, 1988.

Evaluation

Hoping for a permanent program, the first-year experience was thoroughly evaluated by students, faculty, and administrators who made on-site inspections. "Spectacular," Vice President Okerlund said, "and more problem-free than I expected." AAVP Stanford, who visited Bath, deemed it "an outstanding success. The quality of the students' experience was beyond our best expectations."

Other reviews were equally ecstatic, but a few problems emerged. While the courses worked well, students complained about their

work load. Some were unaccustomed to carrying a full program, while others were merely busy having fun in a foreign land. Future faculty were advised, however, to take note of those complaints. The first-year faculty also felt students lacked a comprehensive, chronological overview of British history, and both students and faculty commented that field trips took a lot of time but didn't seem well enough connected to courses. Both of these problems—and a wish for greater association with British academics—were solved in the second year of the program through a special course for academic credit with weekly field trips and lectures by local experts taking students chronologically from the stone age to the twentieth century.

Although at least one marriage resulted from the sojourn in England, association with locals was generally less than students and faculty had hoped for, and greater efforts to make contact with local students and other residents still need to be made.

Many students became close to their home-stay families, however, and students who enrolled in internships became deeply involved with community groups. In subsequent years, such internships have been encouraged and enrollment has expanded, with about two-thirds of SJSU students working with local political parties, schools, businesses and newspapers, or at the Theatre Royal or the Royal Photographic Society. Earning three units of credit for ten hours of work each week, the students learn about British institutions and also make friends through their internships. A faculty member is given course credit for coordinating the program, which requires considerable effort, not only in supervising the students and making sure they think analytically about what they are doing, but also in persuading local institutions and groups to take on an intern. Dozens, however, have been welcoming and cooperative.

Academic record keeping was even more difficult to deal with from a distance than it had been at home. Only in the second year of the program was this solved by the miracle of FAX plus an AT&T calling card.

Probably the greatest burden on the program faculty was the increased dependence of students for emotional support. Time-consuming and exhausting, this seems inevitable in such a situation. Veterans of the first year, however, urged more rigorous screening of applicants in subsequent programs, in hopes of weeding out some students who weren't up to so long a time away from home. An orientation session before coming to England, including a discussion of culture shock, was judged essential; and, after seeing the problems students had readjusting to California on their return, a similar debriefing was recommended. Older students proved a special problem. Some had difficulty adjusting to living in someone else's home, complained about the student level quality of field trip accommodations, and felt socially isolated from the younger students. Only careful screening of applicants and careful briefing (or warning) seem likely to ease these discontents.

These problems were minor, however, in a program that for most participants was an overwhelming success. The heartfelt gratitude expressed by the students was the faculty's greatest reward. The depth of feeling about the experience is constantly evident in emotional chance meetings between alumni as they cross the home campus between classes. Even people who didn't like one another much in Bath are delighted to meet in San Jose. The closeness that developed between students and between students and faculty is a particularly precious commodity at a vast and impersonal institution like San Jose State.

The Semester in England, now in its fifth year, looks set to be permanent, which will enable students to plan ahead for it and should thus facilitate recruitment. Lewandowski and Stanford have tried to broaden the range of majors enrolling in the program by varying the specialties of the teaching faculty, which have included history, drama, art history, political science, sociology, radio-TV-film, and—always—English. Okerlund, meanwhile, has already visited Costa Rica in hopes of establishing a program there. Along with Lewandowski and Stanford, she sees the Semester in England as a prototype and looks forward to expanding international study.

The heartfelt gratitude expressed by the students was the faculty's greatest reward.

Giving Credit

What made it work? What overcame the traditional inertia of a big institution to launch a new program in a matter of months? Structurally, the idea of using existing curriculum and staffing made it possible to put together a program quickly and economically, as well as ensuring academic integrity.

But what really made it happen was people. The administrators involved pay tribute to the incredibly hard work of the faculty, while the faculty credit the administrators for enabling them to proceed and for providing backup. Both praised the students for daring to be pioneers and doing so with goodwill and—significantly—adaptability.

"Constant attention to detail and genuine caring for students" by all the personnel connected, however peripherally, made the program work, said Stanford. "The team is crucial," Okerlund observed. "You need faculty members who want to do the work—getting the word out, thinking through the curriculum, taking it all to the students. The fact that the program has been relatively problem-free is a function of the faculty. The role of administrators who believe in international education is simply to work through the problems with the system."

Determined people willing to work made it happen. ■

International Students at CSU San Bernardino—Obstacles and Opportunities

Elisabeth K. Ryland

Increasing numbers of international students enroll each year at CSUSB, most of them from Asian countries. Although they are generally motivated and academically qualified, they do not always get the full benefit of their stay, mainly due to barriers in language and culture. This paper makes some suggestions for overcoming these barriers to ensure a positive campus experience for the international students.

The number of international students seeking an academic education in the United States has increased dramatically in recent decades. More foreign students choose to study in this country than in any other country in the world. In 1989/90, for example, the number of international students studying at accredited U.S. colleges and universities exceeded 386,500, an increase of more than 20,000 (or 5.6 percent) over the previous year. Over 208,000 students came from Asian countries, especially from Taiwan, Japan and China—and recent numbers show that Asia now contributes the majority of all foreign students nationwide. Most are male, but there are growing numbers of females. About 40 percent of them choose to study engineering or business, and 25 percent choose math, computer science, physical science, and social sciences (Zikopoulos, 1990).

California hosts more international students than any other state—over 54,000 in 1989/90. On the small but rapidly growing CSUSB campus, the number of international students is growing at an increasing rate, reaching 2 percent in 1990/91, and exceeding the overall campus growth rate. In 1990/91 the campus hosted approximately 350 international students, and this number is expected to grow substantially in the future. Almost 50 percent of the foreign students at CSUSB come from Taiwan, Indonesia, Thailand, and Japan; and their preferred field of study is business administration and computer science.

Opportunities and Obstacles

The international students are generally welcomed by school

A successful academic experience in the U.S. can make them our very best future goodwill ambassadors to the third world.

administrators, since they constitute the biggest source of out-of-state tuition. Students from other states in the U.S. can usually arrange not to pay full out-of-state tuition. In 1989/90, 64 percent of all international students were primarily supported by personal and family funds (Zikopoulos, 1990). Studying in the U.S., therefore, represents a great monetary investment for the international students and for their families, and most international students are highly motivated to take full advantage of their stay. Most also have good academic backgrounds, and their old-world respect for authority means that they tend to be serious and hardworking.

In spite of being welcomed and eager to learn, foreign students often have a less than perfect campus experience once they get here. This is unfortunate, because it means that many opportunities for cross-cultural learning are lost for all parties involved, since instructors and fellow students also miss valuable opportunities to learn about other countries. In addition, it must be remembered that the majority of foreign students come from less developed countries, where only the few can afford to give their sons and daughters the opportunity to study abroad. When these young people return to their home countries they often end up occupying highly visible positions in politics and business. A successful academic experience in the U.S. can make them our very best future goodwill ambassadors to the third world. The following section sketches some specific obstacles involved in cross-cultural education and provides some practical suggestions for making the experience rewarding for both foreign students and the host institution.

Culture and Language

I have two reasons for being concerned with the topic: The first reason is that, like most instructors in the CSU system, I teach increasing numbers of students from other cultures and languages, many of whom seem to be a little lost. Many international students experience high levels of stress, loneliness and academic failure during their stay in this country. We as faculty are not always ready to deal with this; in fact, an informal survey revealed a tendency on the part of college teachers to ignore foreign students or even avoid getting them in their classes.

My second reason for being interested in the topic is that I was an international student when I came to this country for the first time. I was on a Fulbright scholarship which supported me for one year, long enough to earn a master's degree. I remember the year as being one of extreme challenges and great rewards. My first day on the scenic Southern campus is still vivid in my memory; everything was new and unfamiliar to me, including the local dialect, which required major adjustments for a young Danish student who had only been exposed to the Queen's English. Registration, the grading system, term papers, objective questions, the terrors of class participation in my accented English, one hostile and short-tempered instructor—there were indeed many hurdles, but even bigger rewards. The most important reward was the superior quality of the institution itself, the opportunity to learn from hard working, conscientious instructors, and the support from fellow students. It was, without a doubt, the most "formative" year in my life, and this first-hand experience has remained with me.

Foreign students experience what for them is a once-in-a-lifetime situation. However, they rarely realize that the problems they encounter are far from unique, but are shared with many other foreign students. Besides financial problems, international students typically face two main barriers on their arrival to the U.S.: barriers related to differences in culture (especially academic culture) and problems with the English language. It is, therefore, important for their host campus to be aware of how American culture and university systems differ from more traditional cultures.

American students are rewarded for analytical skills and are expected to question and think independently. In more traditional cultures, on the other hand, students are rewarded for taking a passive role and endeavoring to memorize a given body of knowledge. In many cultures, students follow a ready-made plan and are not required to schedule their own classes. This implies

that international students need to learn new skills to function in an American learning environment.

Studying is different because students here must be able to organize and prioritize material without guidance. Testing is also different, with respect both to timing and content. For instance, many foreign institutions do not test nearly as frequently as we do, typically testing only at the end of a semester or academic year. Many international students have never been exposed to objective testing; in fact, many old-world institutions rely heavily on oral testing. Furthermore, many foreign students are not familiar with the standard term paper and with proper procedures for footnoting and referencing. Some may not even be familiar with the use of a university library, because there was no library at the institution they came from.

As a further complication, foreign students here tend to be isolated and have limited job opportunities, and they often overschedule and take on more classes than they can realistically handle. Most international students eventually catch on, but the process can be smoother when all involved parties on campus are aware of the problems.

The English language creates problems for the majority of international students. Many of them study engineering, computer science and other math-related areas where language skills take second place to quantitative skills. However, it is not possible to enjoy an overall good academic experience without mastering English communication skills. I know from personal experience that it is possible to learn to read and write English as a second language from abroad but this is not true of colloquial American, as many foreign students soon find out. Since students in the many small-seminar style classes offered on the CSUSB campus frequently get part of their grade from class participation, handling the spoken language becomes the hardest hurdle of all, and international students will often refrain from saying anything in order to avoid making mistakes. Here again, cultural differences come into the picture, since many have been taught that it is outright bad manners to ask questions in class because this implies challenging the authority of the teacher.

Finally, there are some special factors to consider. Many female students come from countries where women are not expected to assert themselves in a mixed-gender group. Also, keep in mind that not all foreign students share the same background. Students from Northern or Western Europe typically have far fewer cultural and language barriers to overcome than students from Asian and/or Islamic cultures.

...international students need to learn new skills to function in an American learning environment.

In the Classroom

International students can be a valuable asset both to a class and to a campus. However, they often need to reach a comfort zone before they are ready to become involved. The present focus is mainly on the classroom, since that is where the most frequent interaction with international students takes place. In this area, experience clearly shows that a little help and encouragement can go a long way toward a more successful academic experience for the foreign students, because they typically lack the confidence to disclose problems and seek active help if they need it. The approach outlined here will be beneficial to other students too, especially academically able students with low self-esteem, such as reentry women and those from a minority background. There are many reasons to encourage a multicultural, diversified approach to classroom teaching.

In order to get the entire class actively involved early in the term, it is a good idea to create name recognition for the whole class. The approach that has worked best for me is to make name cards from 8x5 index cards folded as a "tent" with first names boldly written on both sides. I keep these cards and hand them out at the beginning of each class, which also provides a handy and unobtrusive way to take attendance.

If possible, have students sit in a circle, never in rows, because eye

...class participation from international students offers an opportunity for the entire class to gain first-hand knowledge of how various academic topics are seen and understood in other cultures.

contact among the entire group is essential for good class interaction. Another helpful strategy is to encourage international students to sit up front instead of hiding in a corner in the back. Make it a practice to talk to individual students before and after class, or invite them to your office for informal communication. Once a friendly personal relationship has been established, students feel more relaxed about opening up in class. Other helpful hints include encouraging study groups and teamwork both in class and outside of class, because this helps establish social contacts and helps make all students feel more at ease. Teamwork on written assignments can improve the quality of the product and cut down on grading chores. I also offer students the opportunity to turn in early drafts of papers for comments and revisions, although this can create extra work for the instructor.

Remember that all foreign students know at least two languages, and many of them know more, which gives them a cultural perspective that many—if not most—American students lack. Acknowledge the foreign students' English language skills, for instance, by complimenting them on taking a test in English when their primary language is Chinese. Keeping this in mind, the instructor may also allow international students a little extra time on tests.

If handled right, cultural variety can enrich campus life in a variety of ways. In class, I usually make it a point to discuss how a diversity of cultural backgrounds can be an advantage to any group, provided that the group is mature enough to handle their differences. For instance, in the second class session of an introductory management course, I typically include a discussion which I call "Managing the Changing Work Force," where I explain how diversity, constructively handled, can contribute to group effectiveness via the well-known synergy factor. Incidentally, this discussion also validates the experiences of U.S. minorities and women, which is an added benefit in the age of the nontraditional student.

On a similar note, an instructor can encourage international students to bring experiences from their personal backgrounds into classroom discussions of various topics, tailored to the particular teaching area. For example, under the topic of "Organizational Communication" I include a discussion of how nonverbal communication differs in various cultures. This is a fun and nonthreatening way to talk about our differences. In addition, class participation from international students offers an opportunity for the entire class to gain first-hand knowledge of how various academic topics are seen and understood in other cultures. This is an added benefit in a time when we are moving toward a more internationalized academic curriculum. In this context, let me add that several of my international students have commented on how ignorant American students seem about anything outside of their own country.

Campuswide

Although the interaction between student and instructor is important for a positive academic experience, it is not realistic to expect faculty to carry the entire responsibility for the adjustment of international students. The host institution has a responsibility to ensure that all students have the necessary communication tools. That means, among other things, that the required TOEFL scores must be at a realistic level. A student who depends on looking up words in a dictionary during class lectures and tests is not ready for a successful academic experience.

Two special problems need to be mentioned. California, like Texas, has a large population of legal residents who are not subject to any special language test, other than the regular English Proficiency Test required of all students. These students include Vietnamese, Cambodians, and other immigrants who nervously postpone their English requirements as long as they can. The CSUSB campus is currently making strong efforts to ensure that all new students are properly screened for English language skills at an early stage. A related problem, and one which many instructors are not aware of, consists of international students registering through Open University. This permits them to enroll in a certain number of classes without any prerequisites, linguistic or otherwise. Since this is cheaper than paying out-of-state tuition, the bulk of Open University students on the CSUSB campus consists of international students taking advantage of this loophole.

The CSUSB campus is progressing in its approach to international students, providing them with more opportunities to network and make friends. Services are provided, such as meeting new students at the airport, helping with housing and transportation, providing opportunities to join international clubs, appointing foreign students to act as volunteers and peer advisors to others, and to help develop their leadership skills in campus events. Other programs are currently being developed to increase interaction between international students and Americans and to provide opportunities for experiences outside the classroom, but a greater effort is needed.

Instructors need more practical information about how best to interact with foreign students in the classroom. We currently have support services for different groups of students, including the EOP program and the SAIL (Student Assistance in Learning) program, and it would be very helpful if something similar could be done for international students. This would mean that early in the term instructors would be asked to identify those international students who need extra help and refer them to an appropriate campus service.

A Success Story

My favorite success story is about Suchitra (not her real name), who was from Indonesia and very shy and quiet. Part of the class requirement was to write a term paper about an organization and then make a ten-minute class presentation of highlights from the project. She came to my office in a virtual panic about this—standing up in front of the class and drawing all that attention to herself seemed impossible to her. I started her talking about her project, which involved a description and analysis of her father's oil company in Indonesia, where she was planning to get a management position. After some time, I convinced her that her special background was valuable and interesting to the class. Together we decided that she would make her presentation a real attention-getter by dressing up in her native costume.

She ended up giving an excellent presentation, telling the class about business customs, business communication, the role of the woman manager in Indonesia and her own career plans. Her presentation was a great success. Since she was an expert on her subject she soon lost her shyness; she took questions from her classmates and the class gave her a big applause afterwards. This set the stage for other creative presentations and contributed to a high-energy class. Suchitra herself went from a barely passing midterm grade to a high B on the final and a B for the class.

Conclusion

The increasing enrollment of international students presents a major opportunity for a quality academic experience for the CSU system, but for the present we need to keep working to improve the setting for cross-cultural teaching and learning. International students constitute an important resource for mutual learning, which is often underutilized due to cultural barriers and lack of communication inside and outside of the classroom. This paper suggests a broad approach which involves the entire campus, and, if implemented correctly, this integration will constitute a learning experience enriching all those involved. The main ingredients are already there, since increasing numbers of foreign students want to study in California and many of them choose the CSU system. They are generally highly motivated and have acceptable academic backgrounds; and our responsibility is to help them by offering a structured setting which integrates them into our classrooms and our campus. ■

Instructors need more practical information about how best to interact with foreign students in the classroom.

I wish to thank Victor C. Otiniano for his valuable comments on this paper.

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"Travel, in the Younger Sort, Is a Part of Education . . ."

Russell E. Smith

And, according to Francis Bacon, ***"in the elder, a part of experience."*** For the past nine years, through a steadily growing program of international student exchanges, the Division of Social Work at CSU Sacramento has helped 112 of the "younger sort" to travel. To date, 47 students from the Division of Social Work have traveled abroad for a summer of field practicum experience, while 61 students have come to Sacramento for similar placement—no small accomplishment when there is no budget item or faculty release time to support this particular kind of international effort. The key to success in exploiting nontraditional international opportunities lies in finding faculty interested in offering students an additional dimension in their studies and a willingness to devote some of their time and money to the effort. A bit of serendipity and opportunism can also help.

Small Beginning

In 1981, while a visiting professor at University College-Dublin, I was asked to bring five Irish graduate students in their School of Social Work to California for field placements. This request resulted from the Irish students' desire to experience social work in the Golden State and, also, from the outcome of a misunderstanding. Going to Dublin in January, I assumed that the dates for performing professorial duties would be the same as in Sacramento and had purchased tickets for a return trip home for the summer. However, in late April, I was advised that it was the custom in Ireland for social work professors (but not other faculty members in the university) to be on hand to provide fortnightly liaison visits to students in field practicum agencies over the summer. With tickets in hand, and a profound desire to briefly escape the vagaries of Irish weather, I was anxious to fulfill both my professorial duties and get back to California sunshine and my future wife. The good graces and clever turn of mind of Dean Conor C. Ward made both possible. Writing early to the Departments of Mental Health in Napa and Sonoma counties, the placement of the five students was assured. Assistance from a former student, Richard Miller, an

employee of Napa State Hospital, assured at least some students of housing for the summer, as he was in touch with a vacant apartment. In Santa Rosa, Sonoma County, I was assured that a plentiful supply of furnished apartments was available.

In the first year of the exchange agreement, four Irish graduate students came to the United States.

After a successful first summer, and a return to Ireland, the proposal was made to continue the relationship with reciprocity in the placing of students. Drawn out negotiations then ensued to devise an agreement providing for nondiscrimination on the basis of race, religion, physical handicap, sexual preference or lifestyle, and limiting any liability of the host university. Attention was also paid to requiring supervision, meeting the requirements of the Council on Social Work Education, the American accrediting body for social work education, and corresponding accrediting bodies in the other country. The agreement also specified that all students participating in an exchange would have emergency medical insurance, the lack of which can lead to permanent fiscal handicap in the United States. Eventually, a two-page document was agreed upon and signed by the then dean in Sacramento, Dr. Jesse McClure. In the first year of the exchange agreement, four Irish graduate students came to the United States. But, the concept of spending a summer in training at a foreign social agency was a novel concept and, in any event, no American student came forth with the $4,000 needed to spend three months in Ireland. After a one-sided start, the Division of Social Work was subsequently able to provide a number of students with the interest and independent financial resources needed to study in Ireland.

The Beat Goes On

In 1986 a second phase of development began when the author was given a sabbatical leave and the Division of Social Work initiated an Extended Learning Program for the MSW in Ukiah, Mendocino County, California. In the latter instance, Ms. Loli Sergo, on-site coordinator for a scheme to make graduate education accessible to students in rural areas, hit upon the idea of placing students in England, where she had worked for five years earlier. Planning to be in England for the summer of 1986, Sergo volunteered to place nine students who were interested in field practicums there and to provide supervision for the summer. From this endeavor came an agreement for an exchange of students between CSU Sacramento and the University of Birmingham School of Social Work. In the autumn, the author was granted a sabbatical leave for a semester to travel and observe mental health services in Fiji, New Zealand, and Australia. In the course of visiting agencies and universities, the nascent international exchange program at CSU Sacramento was introduced into conversations about international aspects of social work education. Out of these came an agreement between the University of New South Wales in Sydney, Australia and CSUS. Although tentative arrangements were also made with a university in Fiji, the untimely interruption of a revolution and the United States' subsequent prohibition to traveling there put an end to this endeavor.

By the end of 1987, the Division of Social Work had progressively added new possibilities for students, expanding the roster of cooperating universities from Ireland to England and Australia. In the same year, Dr. Krishna Samantrai joined the faculty and, while on a trip home, carried with her an agreement for exchange, and arranged such with Jamia Millia Islamia University in New Delhi, India. In the same year, the Division of Social Work was approached by Trinity College, Dublin for a reciprocal arrangement, and an agreement was reached to add this undergraduate and graduate program to the roster.

In 1989 the possibilities for placement were increased when a Fulbright scholar from the Division of Social Work who was studying and teaching in Germany, Mrs. Cindy Martin, made preliminary overtures to the Evangelische Fachhochschule, Darmstadt, in the Federal Republic of Germany. A subsequent visit by Dr. Sylvia Navari, field coordinator for the division, resulted in an agreement for placement exchanges in Germany. Presently, the division is negotiating with the Technical Institute of Athens, Greece for an exchange agreement, which will bring to seven the number of cooperating universities abroad.

Curriculum Innovations

In order to prepare students for a summer of field placement in an agency abroad, a new course was created in international social work. Using a comparative framework, students study the social policies and programs of the country where they are interested in a field practicum, make presentations in the class, and submit a study focused on their area of specialization. The division prepares graduate students for practice in one of four different areas: health, mental health, community development and planning, or services to children and families. The area of concentration helps determine the kind of social program and policies the students study, as well as the field practicum they will have abroad. One of the more serious limitations for the students is the availability of library resources. The limited funds available to the CSU Sacramento library for new purchases in recent years make it difficult to add new titles for this area of specialized study. Although there are a number of magazines and periodicals available, books with current information about the social programs and policies are in short supply. To help in some small measure to overcome this deficiency, students bring back books and government documents, for which they are reimbursed, to add to a small international collection housed in the division.

Faculty Development

Over time, different members of the faculty at CSUS have become interested in the program for international field placements as students returning to their classes have brought new information into course discussions. In 1989 an informal International Study Group was formed to facilitate discussions of how to incorporate perspectives from other cultures into the curriculum. In some instances, students have been invited to lecture their teachers on different aspects of international social work practice; course outlines have been changed to reflect a less parochial approach to studies in such areas as research, practice methods, policies and services, and the study of human behavior. Another by-product of the International Study Group meetings has been the sharing of information about professional meetings outside the United States and study opportunities in other countries available to faculty. Recently, Dr. Arlene Prigoff, a member of the group, was invited to attend and participate in organizing an international symposium in Lima, Peru during the summer of 1990, and another member has applied for a study grant in Sweden to establish institutional ties for students there.

Publicizing the Program

Reference to the International Exchange Program is made in literature mailed to persons inquiring about undergraduate or graduate social work study at CSU Sacramento. In addition, at orientation programs for incoming students, mention is made of the possibility for study abroad in this self-financed arrangement for field practicum. Students are also made aware that it is, in essence, an additional study program, as they cannot complete the 720 hours of practicum required for matriculation in the second year of the two-year MSW program over the summer. Students in the graduate program are eligible to participate in the overseas scheme in the summer, after successfully completing two semesters of study on campus. In addition, they must have earned a B or better in all of their classes, have a satisfactory first year of field practicum placement, have the recommendation of their faculty advisor for overseas placement, and be recommended for such by the faculty field coordinator.

In addition to the written word, a meeting is arranged shortly after the beginning of the school year where students returning from overseas placements discuss their experiences abroad with interested incoming students. They also answer numerous questions about such things as the nature of social work practice in other countries, the expenses of the journey, arrangements for accommodation, and the weather in such diverse places as India, Ireland, and Australia, where they spend the summer in the winter of Sydney. A general rule of participation has emerged over the years and, of the 18 or 20 who initially indicate an interest in September, approximately one-half will have other things going on in their lives to prevent their going in June. Or, more frequently, the effort to secure

In order to prepare students for a summer of field placement in an agency abroad, a new course was created in international social work.

bank loans or funds from family has come to naught. Some have been innovative in their financial planning, with one student selling a car to secure funds and another taking an equity loan on her house to be able to spend a summer in Ireland. Both subsequently considered it a worthwhile use of capital funds.

One of the most obvious limitations of the program is the necessity for students to come up with all the funds needed for travel and living expenses.

Limitations of the Program

One of the most obvious limitations of the program is the necessity for students to come up with all the funds needed for travel and living expenses. Students are encouraged to apply for any travel scholarships they can find for which they might qualify, but there are, indeed, few of these. To date, only one student has managed to come up with a $500 grant from a service club in her home town. Presently, students in the international social work class are voluntarily raising money by working in a bingo establishment set up to fund services to the blind in order to establish a fund to assist a student from India. After a year, $500 has been set aside through these efforts, but more time needs to be devoted to securing institutional support for this international effort. Overtures have been made to two American foundations for scholarship money but these have not, to date, been successful. Additional grant proposals need to be submitted in order to try to garner funds both for American students and for students from relatively poor countries, such as India. To date, only two students who were members of ethnic minorities have been able to participate in the international exchanges, and even partial financial support might make it possible for many more to do so.

Institutional support from the university would also be welcome, particularly in the form of released time for administration of the scheme. Presently in the works is a proposal for the establishment of an International Institute for Social Work with funds requested for the hiring of a graduate student assistant to help with exchanges. Students taking part in the program from CSUS are required to submit a full *curriculum vitae* and a statement of interest about the kind of field placement they would prefer. Contact must be maintained with cooperating universities, and, in winter, students coming from the Southern Hemisphere must be placed in suitable agencies and monitored by a faculty member during their stay here—an activity which goes on over the winter break. In summer, a time when one ordinarily is not required to be at the university, students from abroad must be field-placed during the spring and their progress monitored from June to August.

Another interesting facet of the exchange program, although hardly a limitation, is the fact that, to date, no men have taken part in the program. Although the students in the Division of Social Work are predominantly female, the absence of male participants is striking. In 1987, one man, a single parent, did express interest, but his inability to arrange for child care in his absence prohibited his going to Australia. Perhaps women are more adventurous in this situation, or perhaps they are better financial planners.

Conclusion

What began as an accommodation to the needs and desires of one teacher and a group of Irish students curious about social work in California has evolved into a planned program of exchanges between social work programs in different countries.

Although the numbers participating to date are modest, the International Exchange Program at CSU Sacramento has made students and faculty much more aware of the ways in which other nations deal with common human problems. Students from abroad are invited into classes to discuss social work in their countries, and American students bring back to their studies new insights into innovative social policies abroad. At the very least, students become somewhat aware of such things as the existence of the European Economic Community and the countries of the Pacific Rim. At the most, they become considerably less ethnocentric and are disabused of the notion that the United States has the best institutional answers to all social problems. Most return to campus convinced that California, as well as the rest of the United States, has a good deal to learn from the experiences of other cultures. Many will be in a position in the future where they will influence,

or make, social welfare policy and knowing some of the options chosen by other countries may make a difference in the quality of life here.

Faculty benefit in their classes by having resource people among the student body who are able to add valuable insights into the way social work practice is structured in other countries. They benefit as well in their teaching by becoming more informed about the universality of social problems and the ways in which other societies have established different, and some better, solutions to common human needs. The International Exchange Program offered by the Division of Social Work at CSUS has made the student body and the faculty more aware of the comprehensive extended exchange programs offered through the campus office for international programs. In some instances, faculty from cooperating schools of social work overseas have visited the campus in Sacramento for meetings with faculty, students, and field practice instructors, and assistance has been provided to visitors in planning itineraries.

In the future, the International Exchange Program for field practicums may be able to help students in social work programs in other nearby campuses of the California State University system take part in this plan for auxiliary field practice opportunities overseas. With a surplus of field placement possibilities, through universities which assure satisfactory standards of supervision, there would seem to be few barriers to sharing the travel and educational opportunities available to undergraduate and graduate students. ■

A Year-Long Orientation Program: Building a Dialogue Between International and Domestic Students

JoAnn M. Craig and L. Robert Kohls

Better known as OTOP [O-top], the Overseas Training and Orientation Program provides an orientation to the United States for the Chinese scholars at San Francisco State University. OTOP was designed and developed by social anthropologist JoAnn Meriwether Craig after living and working for over ten years in Europe, Africa, and Asia. She has been training an average of 50 Chinese scholars and 30 American upper division and master's level majors in international relations every year for the past five years. Her program, now as popular with the Americans as it has proved to be with the Chinese participants, is composed of nearly equal parts of content (directed at comparing and contrasting typical Chinese and American behaviors and approaches to life) and spirited dialogue between the two groups. Also included as they come along are the interpretation and celebration of the major holidays that occur during the academic year (such as Halloween, Thanksgiving, Christmas, and Easter).

Because of its location on the edge of the Pacific Rim, SFSU has had an unusually large number of Chinese scholars—generally averaging between 75 and 100 at any given moment. These numbers are, of course, in addition to hundreds of F-1 visa students from the People's Republic of China; hundreds more of F-1 students who are of Chinese origin but who come from Hong Kong, Taiwan, Malaysia, Singapore, and Indonesia; many recent immigrants from the above countries; and a large percentage of the regular domestic student body who are Chinese-Americans. All of the above considerations made Professor Craig's decision to focus on serving scholars from the People's Republic of China a natural one. In addition, her personal interests and her years of Asian living experience have equipped her to interact compatibly with Chinese participants.

But, whether the scholars were from the People's Republic of China or any other country, the essential point to be made in this paper is that there are two large homogeneous groups coming

together, under the guidance of Professor Craig and a handful of other SFSU faculty members (acting as advisors), with a sprinkling of Chinese students and members of the 60-plus senior students (acting as consultants) who have an interest in learning about the other group's culture and who are eager to get to know the members of the other group as people. Professor Craig provides the place, the program, the psychic energy, and the opportunity to do that.

During the first semester, the American students seem to go through an experience very similar to culture shock as their own culture is contrasted and compared with Chinese culture.

OTOP meets every Friday afternoon throughout the academic year for three hours (with the first third of the time devoted to a lecture and the second third to a directed, informal discussion with members of the opposite group). The American advisors and consultants remain for the third hour to process the information and the reactions (their own as well as those of the Chinese) they gathered from the previous hour's discussion.

A major emphasis is also placed on the group's social interaction. Coffee, tea, cookies, and crackers are available at every meeting. Every holiday that comes along is thoroughly researched, explained, and celebrated "in the old fashioned American way." Field trips are planned and included throughout the year, usually on Saturdays.

All of the people in the Chinese component have had no prior experience living in the United States. They are all scholars, but they come from multiple fields and backgrounds. Their average age is somewhat older than that of their American counterparts. The men outnumber the women by roughly three to two. The Americans with whom they interact are fewer in number, but since they are not paired one-to-one or assigned permanent partners, this discrepancy does not seem to matter. All of the Americans are upper division, B+ or better, or master's level students, majoring mostly in international relations, who receive from one to four units of credit for their participation in OTOP. Most of the Americans have had little or no overseas living experience. A very few of them—no more than two or three any given year—have had a little living experience in the People's Republic of China or in Hong Kong, Taiwan, or Japan. A typical Friday afternoon's gathering might be made up of twenty Chinese and a dozen Americans.

Initially the entire OTOP effort was aimed at orienting the Chinese to adapt to the United States, but quickly it proved to be as valuable an experience for the Americans as it is for the Chinese, so now the orientation purposely tries to educate each group about the other's country and way of life.

During the first semester, the American students seem to go through an experience very similar to culture shock as their own culture is contrasted and compared with Chinese culture. At the beginning this comparison makes the Americans extremely defensive. Consequently, much of the final hour, after the Chinese have gone, must be spent in helping the Americans deal with their reactions and gradually work their way through them, at least for much of the first semester.

OTOP now has six American interns, who have "graduated" from the course, teaching English and the OTOP orientation materials in Chinese universities. The Chinese are delighted with the cross-cultural skills and the empathy they bring with them to China.

Each Friday afternoon the format of the program is very much the same:

The First Hour — *Programmed lecture* on a specified subject, comparing and contrasting the Chinese way with the mainstream American way. Reasons for the differences are stressed. The content is very culture specific. Heavy use is made of the overhead projector to provide simplified written and graphic outlines of everything that is presented. Also, a study guide and handouts provide the material in written form for later reference.

The Second Hour *Directed discussion* on the same subject. This is usually done in small groups of Chinese and Americans, with a ratio of about one American to two Chinese, and a prepared list of questions on the topic of the day to focus the discussion.

The Third Hour *Debriefing* of the Americans (after the Chinese visiting scholars have gone). The American interns are required to participate in the debriefing hour each week. Professor Craig, the faculty advisors, and Chinese consultants assist the interns in their fieldwork techniques and help them to come to terms with their own culture shock. The interns are also required to write up their experiences each week, emphasizing the recent social changes in behaviors and values which were drawn out during the discussion hour; and to record the responses of the Chinese, as well as their own personal insights. The interns are graded on this exercise.

The heart of OTOP is two-fold:

1.) The mixing of Chinese and Americans together, in a setting in which they are free to have open dialogue and equally free to develop personal friendships if they care to do so; and

2.) The continual contrasting and comparing of things Chinese and things American, always done in a neutral, nonjudgmental way.

In these ways, both sides become teachers and learners, and both sides move, with each week's meetings, toward becoming increasingly bicultural, able to function more and more comfortably in the other's cultural ways, and more accepting of the other's culture as very different from, yet no less valid than, their own.

All lectures are accompanied by OTOP-prepared overhead transparencies. Research has demonstrated the benefits of using audiovisuals (AVs)*, and the OTOP experience certainly corroborates these findings.

These results include:

a. **The presentation is more persuasive** (43 percent more so than a presentation without AVs).

b. **The audience has better attention and they remember more.** (When relying on verbalization alone to communicate, an estimated 90 percent of the message is misinterpreted or forgotten entirely.) Adding appropriate visual aids to verbalization increases retention to approximately 50 percent. (OTOP also provides manuals to make 100 percent recall of the information possible.)

c. **The audience agrees more often with the message.** (With AVs there is a 50 percent higher chance of the audience going along with the presenter's position.)

d. **Time is saved.** One can deliver more information in a much shorter space of time, and be more likely to present all the information within the allotted time. (With AVs, there is a 28 percent reduction in the average overall meeting length.)

e. **The presenter can better influence the meeting's outcome.** (With AVs, 79 percent of groups reached consensus; with no visual aids, only 58 percent reached consensus.)

f. With AVs, **the presenter is perceived as significantly better prepared,** better organized, more professional, more persuasive, more highly credible, and more interesting than presenters who do not use AVs.

**Effects of Visuals on Business Meetings*, (1981) Wharton Applied Research Center. University of Pennsylvania; and *The Effectiveness of Computer-Generated Graphics in the Meeting Setting* (1985). University of Minnesota.

All trainees are given the written lecture material after the lecture, to be kept in a binder provided by OTOP. This insures that trainees have a ready source of reference for review, reminder, reinforcement, revision, and continuity of information, and for taking with them when they return home to China. These manuals are used as teaching materials by many of the scholars who return home to China to teach the English language and American culture to students in their own universities.

Often, the answers show that what is polite in one culture can be impolite, or even insulting, in the contrasting culture.

The discussion groups are an essential part of the training session. After the lecture, the group breaks up into small informal groups of about one American to every two or three Chinese, depending on how many Americans and Chinese are present at any given meeting.

The groups are given lists of questions which pertain to the lecture material and are asked to teach one another and to learn from one another. This method of structured questioning is very effective, especially for the Chinese, who have not usually had the American cultural experience of speaking up in class, and/or of asking or answering questions in public. Because of Chinese cultural conditioning, they usually find it extremely difficult to participate in an "open" discussion. OTOP staff, however, have had much experience with this aspect of the Chinese psyche and, therefore, guide the groups very skillfully.

The list of questions gets both sides off to a good start in communicating with each other, and acts as a legitimizing device to enable the Chinese to join in and make a contribution to the group's discussion. In a sense, this format permits both Chinese and Americans, over a short period of time, to become "experts" in their own and the other's culture. Both become teachers and both become learners. This is helpful in building esteem on both sides. It is especially good for the Chinese, who may otherwise feel overwhelmed about having to learn so much about foreign ways as a stranger in a strange land.

To give a recent example, contrasting Chinese and American etiquette, one of the discussion group questions was, "How does a dinner guest accept or refuse second helpings?" The Chinese teach the Americans the polite Chinese way (and the reason for it), while the Americans then teach the Chinese the polite American way (and the reason for it). Often, the answers show that what is polite in one culture can be impolite, or even insulting, in the contrasting culture. With this information, both Chinese and Americans know how to act in an acceptable way in the other's culture.

In the above example, a polite Chinese guest would accept second helpings by "refusing" offers about three times: "Oh, no, no, no!" (This is so the guest does not appear greedy and ill-mannered. Chinese are group-centered, and a concern must be shown for the entire group. A refusal insures that the guest is concerned that he/she does not take more than his/her share of the group's supply.) The food is then pressed on the guest until he/she (happily) accepts. If food is not really wanted, other eye, hand, and tone gestures discreetly signal this.

The American guest at an American table, on the other hand, always answers frankly with: "Yes, please," or "No, thank you," depending upon the choice of the individual. In the American culture, an acceptance or refusal of food or drink is taken at face value and food is not pressed on the guest. If a Chinese were to refuse food or drink at an American table, he/she would go home hungry and thirsty! (Americans are individual-centered. The polite American is free to make an individual choice and then speak up frankly about it. No loss of face or bad manners is implied in this.)

At the end of the discussion hour, the American participants are asked (as an assignment) to write up any significant changes in the lecture and written course material which were discovered during the discussion group. The next day they turn in their assignments to Professor Craig, who can then make more investigations to determine if the changes are stable and generally agreed upon by consensus. In this way the lecture material is constantly revised

and updated and the information is current and is keeping pace with rapid social changes and new developments which are occurring in the People's Republic of China.

Aside from the valuable updating resource, discussion groups accomplish other important ends:

a. They help to explain and interpret local variations and regional cultural behavioral differences.

b. In addition, OTOP has discovered that they serendipitously help to establish solidarity between the host and the home people. The warm relationships that develop as the people learn to understand each other is delightful to see. In fact, this aspect of the training may prove to be one of its most important accomplishments. Without the discussion hour, each group would go off in its own direction after the lecture, without having a chance to clarify and expand upon the material. With discussion groups, it is often difficult to get the mixed groups to break up because they enjoy the interpersonal relationships and they value the additional input of cultural information so much.

The American students are asked to make one oral presentation for each additional unit of credit. The presentation (using the overhead projector in the same manner described above) can be on a topic of their choice, or it can be on a field-trip presentation or holiday interpretation throughout the year. In addition, SFSU faculty may be invited to make up to a half dozen or so presentations throughout the year, whenever they have relevant knowledge to share with the group; but most of the lectures are given by Professor Craig, thus providing a sense of continuity throughout. The international relations majors are generally asked to make their presentations on topics like the history, background, or customs surrounding a particular American phenomenon, e.g., Hippies, Yuppies, or a subject of special interest to them, such as an explanation of contemporary American art styles. One student gave a particularly impressive talk on the various styles of popular American music by tracing the history and origins of music in America. He brought along a radio and then turned the dial from station to station to find examples of 10 or 12 current styles as he described each of them.

Another area in which the American students seem to do a good job is briefing the Chinese scholars on topics relevant to their next day's field trip. A trip to Napa Valley, for example, might be preceded with a lesson on the various types of wine they will be tasting, the etiquette of drinking wine, and American wine customs compared with Chinese customs, etc. A trip to a retirement home profits from a student-led lecture comparing the ways the elderly are treated in the United States as compared to China. There are plenty of Chinese experts for the Americans to interview to gather the necessary data for such a comparison if there is a shortage of reliable written resources. Of course, all assignments must be well researched and documented with footnotes and bibliography.

Over the five years of existence, the content of the lectures has expanded in many areas. Using the OTOP concept and methodology, new materials have been researched and developed as new interests have arisen. A current listing of subjects OTOP has developed would look something like this:

I. **Lecture Series #1: Culture Shock**
Text: *Welcome to America: Guidelines to Culture and Behavior*

Major areas covered:
A. Culture shock and the problems of being a stranger in a strange land
B. How to prevent, reduce, or cure culture shock
C. Must foreigners give up their own ways to live and work successfully in the USA?

II. **Lecture Series #2: Contrasting Values and Behaviors**
Text: *Transition from East to West—Major Contrasting Values and Areas of Potential Problems*

All major areas covered consist of comparisons and contrasts between the West and the East:

A. "Ego-centered" American society versus "group-centered" Asian society
B. American (external) "without" versus Chinese (internal) "within"
C. American "competition" versus Chinese "cooperation"
D. American "status" versus Chinese "status"
E. American "egalitarianism" versus Chinese "hierarchy"

III. **Lecture Series #3: Success at San Francisco State University**
Text: *Success at SFSU: A Guidebook for Internationals*

Major areas covered:
A. Schooling and the university system
B. An introduction to SFSU
C. How to understand the American academic system
D. How to understand American class procedures and methods of instruction
E. Pitfalls in the American academic system: honesty, cheating, plagiarism
F. Helpful study techniques and academic planning for professional life
G. Major differences between foreign and American education (structure, system, reasoning, research papers)
H. Major differences between foreign and American behaviors, courtesy, etiquette
I. Pros and cons of American and foreign systems

IV. **Lecture Series #4: 10 Lesson Plans for Success in an American University**
Text:: *Ten Lesson Plans for Success at SFSU*

Major areas covered:
A. How to make an outline
B. How to make special bibliographies
C. How to make note cards
D. How to prepare the paper
E. How to document your paper
F. How to prepare a book report/review
G. How to make a script and a cue-word outline
H. How to prepare visual aids on the computer
I. How to present an oral brief
J. How to handle a question-and-answer period

V. **Lecture Series #5: Understanding American Cultural Behaviors, Courtesies, and Etiquette**
Text: *And the Twain Shall Meet*

Major areas covered: Social, personal, and business courtesy (compared and contrasted with Asian courtesy).

VI. **Lecture Series #6: Understanding American Cultural Business Behaviors**
Text: *Better Business in the Bay Area*

Major areas covered: How to work in the American cultural business environment.

VII. **Lecture Series #7: How Americans Can Work Successfully in an Asian Business Environment**
Text: *Successful Ventures*

Major areas covered: Compares and contrasts USA and Chinese business practices, negotiation styles, strategies, tactics, business meetings, working styles, and how to work with, manage, train, and transfer technology to Chinese.

VIII. **Lecture Series #8: American Family Structure, Kinship Patterns, Body Language, Rites of Passages**

IX. **Lecture Series #9: How to Adapt Physically to the USA**
Texts: *How to Better Enjoy Life in the Bay Area*
American Ways: Field Trip Guides

X. **Lecture Series #10: How to Understand Asian Courtesy**
Text: *Welcome to Asia: The Golden Dao/Dow. Four Steps to Success*

In addition, each of the American holidays is explained and celebrated as it comes along in the schedule.

Also, field trips are arranged for the Chinese scholars; about one field trip per month is the average. The scholars are prepared for field trips with a lecture (using overhead transparencies) that explains and interprets the social customs they are to see. Following the lecture there is a discussion group session with American interns. Among those trips which have been particularly popular are:

1. An old people's home
2. A preschool class
3. A high school class
4. Police facilities
5. Wine country and tasting
6. Potluck/pot-sticker party or barbecue
7. A visit to a neighborhood (visit with senior citizen, nuclear family, unmarried couple, parish church, etc.)
8. The city hall, and a talk with a city Board of Supervisors member
9. A candy factory
10. University library and computer lab
11. A field trip of their choice

When the Chinese scholars arrive on campus and report into the Office of International Programs, they are given a paper which directs them to go to OTOP for the first time. The reception at OTOP is warm and friendly, and by the time the Chinese participants are acculturated enough to realize that they don't *have* to attend, they are already hooked. They return at first because they enjoy the friendship, then they begin coming back to find out how to function more effectively in this fascinating but unfamiliar environment. OTOP now notices that many of the arriving scholars have been sent particularly to SFSU (instead of other universities) by former OTOP graduates in China so that they will be able to participate in the OTOP program.

At the end of the year (classes are held throughout the entire academic year from September to May), all participating scholars and interns are awarded certificates of completion of the OTOP cross-cultural course. These certificates are highly valued by the scholars, and many of the returned scholars are now teaching the OTOP materials in their universities in China. Several American interns are also teaching the OTOP materials at universities in China, after having been invited there by OTOP Chinese scholar graduates who now hold high positions at their universities.

Although this paper goes into great detail about the logistics of OTOP, a good part of the success of the program is undeniably due to JoAnn Craig's personable, effusive, warm and caring approach. This cannot easily be duplicated, yet it is the single most essential ingredient of the program. Also essential is her innate skill in managing people and getting them to work as a single, cohesive unit toward an end which they all feel to be larger and more important than themselves. In modern America, this becomes increasingly more difficult to achieve, and whenever it does result, you can be certain that it did not just happen by chance.

Five years is not a long enough time to evaluate a program conclusively, but it is almost unbelievable to consider the evidence that with more than 200 Chinese scholars who have gone through the

program, not a single one of them has succumbed to the temptation to remain in the United States rather than return to China.

Another unexpected benefit has been the noticeable improvement in the Chinese participants' use of English.

Another unexpected benefit has been the noticeable improvement in the Chinese participants' use of English. Those who have gone through OTOP have a much greater command of the language, both in speaking and listening comprehension, than those scholars on the SFSU campus who have not had the OTOP experience.

Of course, the principal rule of thumb measure of the success of the program is the satisfaction level of the participants—both Chinese and Americans. It is not unusual to hear both nationalities say something like, "I really enjoy coming to OTOP. I look forward to my Friday afternoons here."

Recent mail deliveries have brought two letters from former OTOPers:

Chen Benji, English professor, Southwest Petroleum Institute, Nan Chong, Sichuan, writes:

> As the time since I left America grows longer and longer, I remember my days with you and OTOP members with more and more fondness. I will always consider myself a member of OTOP. I was deeply impressed by your lectures, Professor Craig. They are so dear and so useful to me. Your ideas and concepts about "culture shock" are new to my friends and students. I always say to my students, when I am introducing your works to them: "This is the research results made by Professor JoAnn Craig, my respected instructor in the U.S.A." I owe my success to you and to OTOP's activities. I wish I were still in OTOP.

Yao Xiuqing, foreign languages department, Qingdao University, Qingdao, Shandong Province, writes:

> I still remember this time two years ago, when we Chinese visiting scholars at SFSU gathered at your office, enjoying a pre-Christmas party. Yesterday I got out all my pictures taken at OTOP, with all the beautiful memories. They made me feel as if I were there with you again in your office! I'll never forget my year in the United States, especially the days at OTOP, as well as you, Dear Old Friend, who have helped me in turning a new page of my life. I'd like to take this opportunity to express the warmest greetings to those at OTOP who have helped us and to those who are working to bridge the gap between our two cultures.

OTOP is certainly the best evidence on campus of the cliche "Learning can be fun." For a significant number of Chinese scholars on the SFSU campus, *OTOP* is one new English word they will not quickly forget upon their return home to China.

Update

Since the OTOP program for visiting scholars from China proved to be so successful in working with international scholars, it was thought that the OTOP concept could be adapted to help many other types of international students. With this idea in mind, research was expanded; manuals and handbooks were developed for all subjects; and the OTOP concept and methodology were also used to successfully orient and train the following types of students:

1) Foreign students from various foreign cultures in how to thrive in the American academic system;

2) Business executives from Japan who come to study in international business semester-long seminars at SFSU;

3) Chinese managers from Shanghai who are oriented in how to work in internships with American business firms;

4) Taiwanese high school teachers attending summer institutes at SFSU;

5) American students (especially those in international relations) who go to live and work in foreign cultures.

This pioneering work at OTOP has helped us to develop a rich resource of materials and manuals. If you are interested in using any of the materials developed by JoAnn Craig at OTOP, write to:

JoAnn M. Craig, Director
OTOP-SFSU
460 Arlington Street
San Francisco, CA 94131■

Third World Development: USAID and the University

Allen C. Christensen

Third world development is an area of continuing interest among the university community. It is a challenging field of endeavor. It is complex and varied. It involves problems that at least equal the glamour. There is a perception that university faculty members are more interested in and concerned with the international community than is the public at large. Part of that interest no doubt relates to an intellectual curiosity about people, places, and things. In part, it stems from the conviction that we must become more internationally effective if we are to survive in a global economy. Other interests can be traced to the humanitarian concerns that seem a natural manifestation of the professional personality. In that context, where should the United States Agency for International Development (AID) fit into the scheme of things that we call the university mission?

The question is more complex than it appears on the surface. To answer it, one must first look to AID and its parent, the U.S. Department of State. The Department of State has been assigned the foreign policy responsibility for the federal government or, in short, State has been charged to safeguard Americans and American interests abroad. AID is a major agency within State that is to assist in achievement of the overall foreign policy objectives of the United States. Specifically, as this author wrote in 1983:

> The primary determinants of United States assistance programs are found in U.S. foreign policy objectives which include an assurance of vitally needed petroleum supplies for us and for our European and Asian allies, deployment of U.S. military forces as a part of our containment policy, and a credible movement toward peace in the region.[1]

Foreign assistance really began in force following World War II. Previously there had been some foreign aid in the 1930s as a part of Franklin D. Roosevelt's Good Neighbor Policy. In the aftermath of

What roles should the U.S. university take to enable the citizens it serves to compete in a global economy?

the war, there was grave concern that the nations of Western Europe would fall prey to the Soviet Union. Those nations had heavily damaged infrastructure. Social and political systems were experiencing great difficulty. It was at this critical juncture in history that the Marshall Plan was introduced. While it lasted but four years, it was instrumental in preventing the fall of Western Europe into the Soviet sphere. There were very good economic reasons to provide foreign assistance to those European nations. The rebuilding of those countries made possible U.S. export sales to them. One can only wonder if the resurgent winds of freedom which began to blow in gale force across Eastern Europe in the autumn of 1989 would even yet be as much as a wistful breeze had Western Europe been allowed to fall.

Now we stand at the edge of a new frontier. For the first time in history, the developing countries are becoming empowered with economic growth. What should be our program of foreign assistance now? What roles should the U.S. university take to enable the citizens it serves to compete in a global economy?

A policy statement issued by AID, entitled *Blueprint for Development, The Strategic Plan of the Agency for International Development*, reads in part:

> AID is a development agency formed to promote the long-range foreign policy objectives of the United States. The basic purpose of AID is the promotion of growth and development. This should be done in a manner such that the basic human needs of the people within less developed countries are met and overall economic progress occurs. In so doing, AID contributes directly to the overall foreign policy of the United States. AID has diverse responsibilities that often extend beyond this basic purpose, and these diverse responsibilities must be undertaken faithfully and effectively.[2]

Universities profess they are concerned more with humanitarian aspects of development than in the cold, hard political realities which, upon occasion, govern U.S. developmental policy. However, universities have their own private agendas as well. The research opportunity and financial considerations provided by technical assistance are important factors on the institution's private agenda. So why, then, should a university be involved in technical assistance? It does seem to provide opportunities for professional development of the faculty. It may assist in the overall objective of internationalizing the curriculum. It may be helpful in enhancing the prestige and influence of the university.

Christensen and Whitaker[3] gave five principal bases in support of a rationale for university involvement in international work. In summary those points were:

- It is a legitimate role for a university to educate people at all levels to live, work, play and, perhaps most importantly, communicate in an increasingly interdependent world.
- International trade and the necessary skills required to perform successfully in the world marketplace should be recognized as both desirable and necessary for our national economic success.
- World peace requires a solution to the world food problem.
- It is vital to the life of any university to continually improve the competence of its faculty. International work is a meaningful and effective vehicle to help make professional development a continuing reality.
- For agriculture and business, there are practical pecuniary benefits, beyond those associated with improved agricultural trade, for having U.S. universities contribute to the economic development of poor nations.

These still-relevant reasons are at the heart of the university's public service responsibilities.

Technical assistance through AID or other donors is usually a learning experience for a university. It can be a painful and sometimes expensive process. Perhaps an illustration of this university's experience may be helpful. In theory, AID works cooperatively with the host country government. As we learned in Yemen, however, AID's objectives did not always correspond with those of the Yemeni Ministry of Agriculture and Fisheries (MAF). AID's focus with the Horticultural Improvement and Training Subproject (HITS) was on education and training. The AID goal was to develop a cadre of horticultural specialists who could support an emerging citrus and deciduous fruit industry through teaching, research and extension. In short, the AID focus was on human capital development. The Yemen Arab Republic (YAR) has been intent on increasing fruit production quickly. They wanted to spend project funds on the importation of trees and the development of tree nurseries to produce additional fruit stock which could rapidly result in a domestic fruit industry. At the heart of the YAR objectives was the elimination of an annual $50,000,000 fruit importation cost. Tree importation and production also had a clear-cut political advantage over the training approach. Trees, which are a very visible resource, could be distributed to farmers, especially influential ones. MAF wanted infrastructure. AID desired to build human leadership. The Yemeni were willing to learn by trial and error, which is a higher risk approach to problem resolution. The Yemeni felt an urgency to move the project rapidly ahead. They understood the deliberateness of their own culture, but did not understand why it takes their U.S. counterparts so long, given all that has been accomplished in the United States. The objectives of both AID and the Yemeni were important. But, what should come first?

As project leaders, the university frequently found itself with the responsibility to bridge divergent views, with differing, albeit beneficial, objectives. The rugged give-and-take of such negotiations was an educational experience for the university and its people.

Former Board for International Food and Agricultural Development and Economic Cooperation member Jean R. Kearns[4], suggested:

> A golden opportunity may have been lost in this project situation. For example, university researchers could have utilized the Yemen approach to decision making by coupling it with the inherently different point of cultural development thereby creating a living laboratory for a base line study of how a culture copes with what we Westerners call progress.

Suffice it to say, there was an interplay of differing agendas from the three principal entities involved in the project that seemed to prevent a focus on the cultural realities. That spirit of competition among the project's principal players tended to minimize that which could have been learned.

Perhaps a greater recognition is needed on the part of AID and the university community of just how much in a hurry developing nations really are. Yemen is an ancient land. It is a place of meaningful traditions, especially regarding the family, that will change only slowly. In contrast, where agriculture is concerned, they are not bound to the past. The drive to modernize Yemeni agriculture is fueled by the desert tradition of self-sufficiency. It is a drive born of necessity that is real and intense. We in the university, with our highly specialized disciplinary approaches to learning, are not always sensitive to the breadth and depth of another total culture. In that sense, technical assistance can help us assume a more holistic approach to our educational obligations, thereby providing an opportunity for a more comprehensive experience for students who are enrolled on the home campus.

Perhaps a greater recognition is needed on the part of AID and the university community of just how much in a hurry developing nations really are.

Unfortunately, all too frequently, the lessons learned in the developmental process by individual members of the university community

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are rather tightly held. There has not been any structure or readily identifiable mechanism to get international knowledge consistently incorporated into the curriculum. International program offices are seen as an adjunct to the central mission of the university rather than as an integral part of its curricular whole. There is a pressing need for the university to overcome any institutional notion that we have a domestic part of the institution and an international component. Mechanisms and policies, especially those which impact on the university reward system, should be put in place to encourage the incorporation of international knowledge and experience into the curriculum. This should be done for both regularly enrolled students and the extended public. Both groups require it if we are to produce a citizenry capable of successfully competing in the international economy. It would seem this is a significant area of responsibility where the American university should provide dynamic leadership.

The integration of international knowledge and program experience into the central core of the institutional mission faces barriers. The major barrier may well be the paucity of faculty who have the expertise to teach effectively in the international arena. Perhaps universities should consider making international sabbaticals mandatory. Language training grants have been a vital part of many AID matching support grants. However, if such participants are not provided a follow-up professional experience, then all too often these activities merely become rather nice cultural experiences. There is a need for the university to make a long-term commitment to developmental involvement. It is not an effort for which an institution can quickly recruit key faculty. Rather, it is more nearly analogous to gearing up for intercollegiate athletics. One does not get into a major athletic conference quickly, and when one drops out, it is a long time before he seems able to get back into the game. The reputation and expertise that accompany international work is not all that dissimilar. Recruitment for new faculty could consider international experience as a valid criterion in the appointment process. Study abroad programs for both students and faculty would seem important. If a university is to successfully internationalize its curriculum, it must first internationalize its faculty. If we are to accomplish the internationalization of the faculty, the institutional reward system (promotion, tenure, and other forms of recognition) must be changed to give credit at least equal in value for international service to that which is given for teaching and research. Service on AID projects is one such way to acquire professional experience relevant to the instructional needs of the university. Sadly, it is faculty who are nearing retirement who frequently elect to accept international assignments. Their experience all too often does not find its way back to campus.

If universities intend to work with AID and other donor agencies, they must develop some special skills. For example, university personnel are not always seen as especially effective project managers. Initially, academics may not be aware of the subtle cultural nuances and the diplomatic protocols required to be highly successful in leading a developmental project. It requires something of an adventuresome spirit. An individual usually gets moved out of his/her secure academic comfort zone. Yet, a person who has been able to master the rigors of an intellectual discipline can usually learn new methods if appropriately alerted and assisted.

Interestingly, the same skills required for project management are seemingly similar to the ones required if universities are to continue to compete successfully for research funding. Recent examples of how research monies have not been carefully monitored at some universities have been given vigorous attention by the press. Those examples emphasize the point that not only is the research important, but management of the entire research grant is of vital concern to donor agencies. Improving the abilities of university personnel to better manage both international and research projects is at the core of winning grants.

Universities that place emphasis on appropriate management skills in projects will create a more effective learning environment and exhibit a creativity that is very much needed. To say that universities have not always managed projects well may be correct in

terms of past performance. However, to suggest that we cannot do so in the future implies that intellectual leadership on our campuses is incapable of problem solving. One prime example of a lack of intellectual flexibility at universities has been rigidity in promotion and tenure criteria. A promotion and tenure structure which does not recognize the unique value of international work is one deserving serious and creative overhaul.

Perhaps universities may want to focus their energies on human capital development, as that would seem to be an area of comparative advantage. Current federal budgetary concerns will make competition keener for developmental projects. Currently AID and the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC) are rethinking the total program of development assistance and cooperation. There is fairly widespread agreement among developmental scholars to look for new developmental strategies.

G. Edward Schuh, chairman of the BIFADEC Task Force on "The U.S. Interest in International Development," makes, on behalf of the task force, a number of key recommendations. They state:

> ...that AID's main mission should shift from that of providing significant financial support to one of fostering international cooperation with mutual sharing of knowledge and other forms of human capital. The development of human capital in all its dimensions and, especially, the creation of knowledge and new production technology would be the core of U.S. foreign development activities.[5]

The task force priorities, with few exceptions, diverge significantly from AID's present and pending priorities.[6]

AID is an agency within a bureaucracy. Within AID, there are now three bureaus. One might safely say AID is a complex bureaucracy within a megabureaucracy. Strategic planning occurs at several levels. The AID administrator is responsible to the Secretary of State and has the overall responsibility. Strategic planning occurs in the regional bureaus which, as presently constituted, are Africa, Asia-Near East-Europe, and Latin America-Caribbean. The current trend in AID is to place more of the planning and project identification responsibility upon the missions. While seeming relatively insignificant on the surface, it does necessitate a change in how one interfaces with the agency. It can be especially expensive for universities if they are required to negotiate in-country with USAID missions to win contracts.

In *Blueprint for Development*, AID devised a long-range development strategy which emphasizes four basic programmatic components: (1) policy dialogue; (2) institutional development and training; (3) technology, research, development and transfer; and (4) reliance on the private sector and market forces. In an attempt to provide a common framework by which AID hopes to coordinate its development effort, agency planners have chosen five target areas and have quantified levels of achievement. Those five target levels are:

- **Economic growth:** Attain an annual real rate of growth of per capita income of not less than 2 percent.
- **Hunger:** Achieve the UN Food and Agriculture Organization (FAO) critical level of caloric intake for at least 90 percent of the population in each assisted country. Reduce the percentage of children under age 5 who suffer from chronic and severe undernourishment to less than 20 percent.
- **Disease and early death**: Reduce infant mortality to less than 75/1,000 live births; for children 1-4, reduce mortality to less than 10/1,000; for the population as a whole, achieve a level of life expectancy at birth of 60 years.
- **Illiteracy and lack of education:** Increase primary school enrollment to 90 percent for boys and girls, with 70 percent of the age group completing at least four years of schooling;

provide skills training compatible with development requirements; achieve adult literacy of 50 percent for both men and women.

- **Unmanageable population pressures:** Enable access for at least 80 percent of couples to a wide range of acceptable voluntary family planning services, thus enabling them to make their own decisions. Abortion is not considered an acceptable method of family planning.[7]

It seems...that greater sustained...progress can be made with hunger and illiteracy targets than with the others.

No attempt will be made to do a comprehensive analysis of the five targets. It seems, however, that greater sustained—perhaps lasting—progress can be made with hunger and illiteracy targets than with the others. For example, one study indicated an improvement of 8.7 percent in agricultural production with four years of primary schooling.[8] Money diverted to health care frequently aggravates hunger problems. It is a treatment of symptoms. Some have estimated as much as 90 percent of the illness in lesser developed countries is due to inadequate nutrition. The farming community, however, finds medical expenditures by AID more palatable than the development of additional competitive commodity production. Finally, the population problem is both complex and sensitive, especially in much of the Moslem world and with particular emphasis on the Middle East. All of this is to suggest that a faculty member may wish to consider research in areas of interest to AID and other donor agencies. Proposals call for a detailing of scholarly expertise and educational background relevant to project needs. Where one has related research, then one has a comparative edge in winning projects or getting international assignments.

In an attempt to marshall the resources of U.S. agricultural universities to help meet the challenge of a world with many poor and hungry people, the BIFAD (now BIFADEC) mechanism was created by the Title XII Act. It is that mechanism that formally creates university/AID linkage. BIFADEC is interested in the same issues. However, they are more vitally interested in those areas where universities have a comparative advantage.

Those who are concerned with training issues, methodology, and the relevancy of support services represent a mixed and constantly changing audience. Minimally that audience is comprised of the Agency for International Development, the Title XII university community, and an array of culturally and environmentally diverse nations. It is important to recognize that the agenda and objectives differ among these several constituents and within each of them. Further, the principal actors within the three constituencies are subject to a constant state of personnel turnover and to changing political and economic conditions. Training issues have been in vogue in the past in AID as evidenced by Mr. McPherson's *Scholarship Diplomacy* speech, the ISEC/BIFAD/JCARD effort as evidenced through the activities of the Human Capital Development Panel. Now new agenda items are rapidly surfacing. They involve AID's role in Eastern Europe and in governmental efforts to collaborate with agribusiness for the purposes of promoting profitable partnerships that will, hopefully, result in the development of new foreign markets for U.S. products, as well as increased economic well being in the developing nations themselves. In 1990 California State Polytechnic University collaborated with the Asia, Near East and Europe Bureau of AID, the Export Managers Association of California, the City of Los Angeles Export Office, the Fresh Produce Council and Abt Associates (a private consulting firm) in presenting the Western Agribusiness Round Table, a conference dealing with Asia, Eastern Europe, and the Near East: "Opportunities for Business and Government Cooperation." Such collaborative leadership roles would appear to be an area of emerging opportunity for universities who have faculty expertise that enable them to satisfactorily fill such much-needed synergistic roles.

While there is general agreement on the need for human capital development, there is an emerging related issue where all are not of like mind. Specifically, that issue is the financial one or, more succinctly stated, who should pay the bills. The agency leadership openly suggests that the universities grant tuition waivers to sponsored foreign students. It would seem that BIFADEC will

need to confront the tuition waiver issue directly and with energy. Foreign policy, which rather simply stated, is the promotion and protection of United States' interests abroad, has always been considered the financial responsibility of the federal government. To now ask that the several states further subsidize our foreign policy initiatives through tuition waivers is to fail to recognize two vital factors: First, that, in most cases, fees charged are generally below the actual cost of education to state taxpayers; and second, that we in agricultural education are beginning to experience U.S. farmer and rancher resistance to the development of additional competition for the world's food markets—for this is how an increasing number of American producers perceive international development and foreign participation training, especially in times of low commodity prices. Both of these issues need factual documentation. All parties need to understand the amount of current state taxpayer contribution to foreign student education and the possible long-term benefits to those same taxpayers, including those in the agricultural sector. To do less may jeopardize our educational/training programs and developmental efforts. The objective examination and factual documentation of such issues is a research deserving of attention by those on the economics faculty.

Another critically significant issue before the Title XII community is the nature of the training, including its methodology and content. U.S. colleges of agriculture have specialized, particularly at the graduate level, in technical or scientific education and in technology development and its dissemination to agricultural producers, especially successful large-scale producers. It is something at which we have become very proficient, perhaps even to the detriment of domestic producers, given our neglect of marketing and new product development.

BIFADEC, AID, and even USDA, through its national agricultural curriculum assessment, are all beginning to look at agricultural education as presently delivered in the United States. Economic pressures in the agricultural industries of the several states will tend to change the method of content of agricultural instruction away from production, hands-on experience to high technology graduate research degrees or to agribusiness/business programs.

The Cooperative Extension Service at U.S. landgrant universities has also undergone significant change. The criticism has been that it too has become more concerned with assisting large-scale commercial agriculture rather than helping new or small-scale farming operations.

There are those in AID who believe that such changes will weaken the comparative advantage in education and training previously enjoyed by U.S. universities. Whether or not that is strictly true is arguable. Students from Africa indicate there are problems in their own universities. As one African student succinctly stated,

> We are a former British colony and, in a real sense, the university educational system is still British. There is a real gap between the high school and the university. The tendency at the university is to address developed country requirements rather than the less developed country's needs.[9]

Whatever position is taken toward curriculum relevancy at this time, it does appear reasonable to state some changes are warranted in the area of relevancy and program support services. International students are usually at a different stage professionally. They have families at home. They are at a more advanced level experientially than traditional U.S. students. Their work responsibilities upon return home usually increase. Many are moved into leadership roles. Advising and instruction should be sensitive to such probabilities.

The process of development is complex. The development of people as a solution to the problems of famine and insufficient food production is not a quick fix. Rather, it is a recognition that, ultimately, educated, properly prepared and highly motivated

people (do not discount economic incentive as a chief factor in motivation) will be the principal determinant of success, whether we are attempting to improve conditions in Egypt, Yemen, Kenya, or California.

Unfortunately, most of us, from policy planners down, tend to look for the quick fix. The solutions of complicated problems usually defy quick and simple answers. Perhaps one of our major educational missions ought to be the accurate elucidation of what will be needed as measured in terms of human talent, physical and fiscal resources, and national resolve to meet the demanding challenges. An observation made earlier by Christensen and Whitaker (1983) still seems germane, namely that "the development of human capital has not received the same degree of publicity accorded technological gadgetry, although there is strong evidence of high returns to such investment."[10] Not infrequently there is a tendency for funding agencies to demand fast answers to complicated problems that require a sustained effort over a long period of time.

University service in the international arena is intellectually challenging. It can produce meaningful professional development. However, there do remain unmet educational requirements at home.

Those needs include the recognition that the internationalization of the curriculum requires deep thought and rigorous work. Foreign language competency would seem at the forefront. That level of competency requires the ability to converse effectively in the language used by the working professionals of that nation, for the language of international commerce is the language of the buyer. Language instructional methodology at the university must move toward conversational proficiency. Too frequently, workshops on internationalizing the curriculum have dealt with those things which are easy, the cultural niceties (do not use your left hand to take food while dining with an orthodox Moslem), or marketing tips (for the Japanese market sell golf balls packaged in fours as the number three is considered unlucky), while avoiding those more demanding issues of requiring foreign language competencies and an understanding of the history and the complexities of another highly dissimilar culture. Furthermore, we must find ways to incorporate the lessons learned abroad into the course syllabi used at home. It is an honor to be selected as a member of the graduate faculty. Perhaps designation as a member of the international faculty should be equally prestigious. At the very least, the promotion and tenure reward system should begin to recognize meaningful international service on an equal footing with teaching and research.

We are at a critical juncture in the history of higher education in the United States. We are in serious danger of losing our position at the forefront of world education. Are we forcing ourselves to stay on the cutting edge of determining what an internationalized university means? Do our universities have a place for highly creative faculty with a world view or are we hiding behind ivy covered walls? Will we create a faculty of sufficient international expertise and curricular rigor to educationally equip the graduates of this decade to retain, or perhaps reclaim our position as world leader? These sobering realities remain the unmet challenge before American academe. ■

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About the Authors

Dorothy Abrahamse is Professor of History at California State University, Long Beach.

Linda R. Andersen is Professor of French at California State University, Fullerton.

Renee N. Anderson is Senior Assistant Librarian at California State University, Long Beach.

Michael E. Baldigo is Associate Professor of Management at Sonoma State University.

Sam N. Basu is Professor of Finance and Co-Director of The Smith Center for Private Enterprise Studies at California State University, Hayward.

Linda Bunney-Sarhad is Director of the Institute for International Studies at California State University, Stanislaus.

Allen C. Christensen is Dean of the College of Agriculture at California State Polytechnic University, Pomona.

Terry Christensen is Professof of Political Science at San Jose State University.

JoAnn M. Craig is Director, Overseas Training & Orientation Program at San Francisco State University.

Edwin C. Duerr is Professor of International Business and Chair of the Department of International Business at San Francisco State University.

Fabian T. Fang is Professor of Chemistry and Director of the Center for International Education at California State University, Bakersfield.

Lawrence B. Feinberg is Executive Director for International Programs at San Diego State University.

William W. Haddad is Assistant Vice President for Graduate and International Programs at California State University, Fullerton.

Maurice Harari is Dean of the Center for International Education at California State University, Long Beach.

Charles Jernigan is Professor of Comparative Literature and Chair of the Department of Comparative Literature and Classics at California State University, Long Beach.

Christian Jochim is Associate Professor of Religious Studies at San Jose State University.

L. Robert Kohls is Lecturer in International Relations and Business at San Francisco State University.

M. Lou Lewandowski is Associate Dean, Graduate Studies and Research, at San Jose State University.

Pamela A. Milchrist is Professor of Physical Education at California State University, Sacramento.

Elisabeth K. Ryland is Associate Professor of Management at California State University, San Bernardino.

Jordan M. Scepanski is Director of Library and Learning Resources at California State University, Long Beach.

Mary Shamrock is Professor of Music at California State University, Northridge.

Mary Shamrock is Professor of Music at California State University, Northridge.

Russell E. Smith is Professor of Social Work at California State University, Sacramento.

Richard L. Sutter is Director of the Office of International Programs for the California State University System.

Mukund G. Untawale is Associate Professor of International Relations at San Francisco State University.

Troy A. Zimmer is Professor of Sociology at California State University, Fullerton.

Richard Zock is Professor of Management and Chair of the Department of Management and Finance at California State University, Hayward.